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ABSTRACT

This curriculum resource guide allows students to interpret key historical events and trends from the perspectives of a variety of cultural, linguistic, and ethnic groups. The 35 learning activities represent suggested approaches for teaching Units 7 and 8 of the New York State Grades 7 and 8 syllabus. Each unit is comprehensive, divided into topical learning activities. Focus questions, teacher background materials, major ideas, concepts, performance objectives, development strategies and worksheets are included. Follow-up activities provide extension suggestions for individual students or classes. Worksheets contain primary sources such as photographs, speeches, letters, and diaries of a particular era. Unit 7, "An Industrial Society," contains 25 learning activities. Unit 8, "The United States in an Increasingly Interdependent World," provides 10 activities. Contains a bibliography. (EH)

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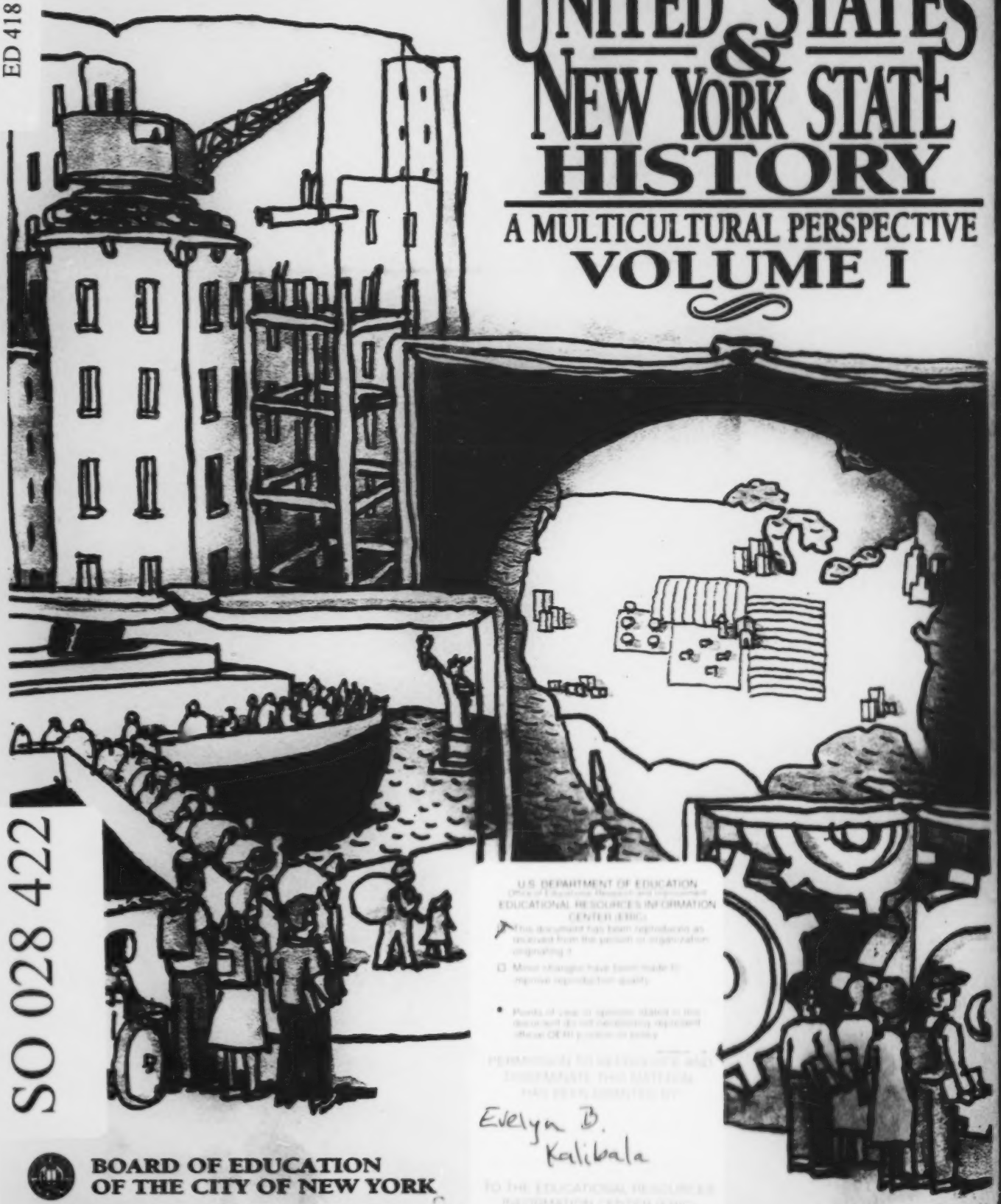
GRADE 8 UNITED STATES & NEW YORK STATE HISTORY

A MULTICULTURAL PERSPECTIVE

VOLUME I



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GRADE 8
UNITED STATES & NEW YORK STATE HISTORY

A MULTICULTURAL PERSPECTIVE

VOLUME I

BOARD OF EDUCATION
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Preface

The cultural diversity of New York City has increased considerably over the last two decades. People from virtually every cultural, linguistic, and ethnic group in the world now come to live and work in our city—transforming it into a truly multicultural community. This trend both reflects and anticipates the worldwide movement toward a global society.

As today's students move toward adulthood in the twenty-first century, they need to be aware of their own cultural identities, while understanding and appreciating the cultures of others. To help meet this challenge in the New York City public schools, we have begun to develop multicultural curricula in all subject areas.

Grade 8 United States and New York State History: A Multicultural Perspective gives students the opportunity to interpret key historical events and trends from the perspectives of a variety of cultural, linguistic, and ethnic groups. This approach enables students to appreciate the contributions of all of our nation's peoples to history, and to acquire a body of knowledge that reflects the experiences and values representative of the many cultures that have helped construct our nation and our state. Through their active participation, students will come to understand that knowledge is itself dynamic, ever-changing, and open to debate.

Active and critical engagement with history preserves and enriches our democratic ideals. The multicultural approach to history exemplified in these volumes will help our young people to acquire the knowledge, values, and skills they will need to participate fully in the life of our culturally complex community.

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Maria Santory Guasp, Executive Director, Division of Instruction and Professional Development (DIPD), and Steven Tribus, Director of the Office of Curriculum and Program Development, DIPD, assisted in the preparation of this guide.

Florence A. Jackson, former Community Assistant Superintendent, supervised the development of the course outline and the activities of the writing team. Arturo I. Sanchez, Office of Urban Affairs, City University of New York, and Herbert Boyd, College of New Rochelle, assisted in the preparation of the course outline and reviewed the manuscript throughout its preparation.

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The contributions of the following people are also gratefully acknowledged:

Principal Writers
Lloyd Bromberg, DIPD
Nehru Kelevh, P.S. 181
Eileen Neeson, Office of Multicultural Education
Kristine Policiano, Community School District 6

Contributing Writers
Melanie Banks, P.S. 332K
Stuart Benas, Edward R. Murrow High School
Sumner Braunstein, Teacher (retired)
Geoffrey Cabat, Seward Park High School
Elaine Davis, P.S. 116Q
Sharon Dennis, P.S. 8X
Margaret Docherty, B.A.S.I.S.
Richard Dodici, J.H.S. 217Q
Richard Forman, Samuel J. Tilden High School
Steven Kuntz, St. John's University
Andrea Martin-Ricketts, P.S. 30Q
Andrea Metzger, I.S. 115
Alaire Mitchell, Consultant
Joseph Nwabueze, J.H.S. 275K
Marvin Polansky, I.S. 55K
Evelyn Richman, Community School District 29
Susan Rudin, Community School District 21
Marietta Saravia-Shore, Columbia University
Richard Sanders, P.S. 84K
Frances E. Schafer, I.S. 293K
Elizabeth Schiff, Alternative High Schools and Programs
Burt E. Schuman, Jackson Heights-Elmhurst Kehillah
Steven Schwager, Manhattan Center High School
Christopher Sgarro, Office of Instructional Publications, DIPD
Alan Singer, Hofstra University

Reviewers
Beryle Banfield, Metro Center, New York University
Carol Berotte-Joseph, City College, City University of New York
John Paul Bianchi, Community School District 8
Gerrard Bushell, Council of the City of New York
Booker T. Coleman, Jr., Community School District 9
Philip I. Freedman, Lehman College, City University of New York
Asa G. Hilliard III, Georgia State University
Shirley Hune, Hunter College, City University of New York
J. A. Irish, Medgar Evers College, City University of New York
Clement London, Fordham University
Maurice Martinez, Hunter College, City University of New York
Barbara Omolade, City College, City University of New York
Susan Rudin, Community School District 21
Elliot Salow, Office of Professional Development, DIPD
Jack Salzman, Columbia University
Virginia Sanchez-Korrol, Brooklyn College, City University of New York
Marietta Saravia-Shore, Columbia University
Susan Saskia Sassen, Columbia University
William Seraile, Lehman College, City University of New York
Alan Singer, Hofstra University
Joshua Sky, P.S. 230K
Mutsuko Tanouchi, Eastchester Union Free School District
Marta Vega, Caribbean Culture Center
Rue Zalia Watkins, United Parents Association

This manuscript was prepared for publication by the Office of Instructional Publications, Nicholas A. Aiello, Director; Regina Paleski, Copy Chief; Kent Beaty, Supervisor of Production Administration. The project editor was Christopher Sgarro. The permissisons editor was Dan Mausner. Mr. Beaty designed the book. Dan Baxter illustrated the cover. Heidi Lanino, Cor Hazelaar and Emily Baerga assisted with illustration, formatting, and paste-up.

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Introduction*

United States and New York State History: A Multicultural Perspective

The diversity of New York State's population is increasing—ethnically, culturally, and linguistically. Today, most classrooms include students from a variety of ethnic, cultural, religious, linguistic, and socioeconomic groups. Classrooms may also include one or more students with a disabling condition.

This diversity evinces the necessity for curricula and teaching that acknowledge, represent, and reflect children's cultures, backgrounds, and experiences, and help them to discover more about themselves and the world around them. To this end, the Board of Education of the City of New York in 1991 adopted *An Action Plan for Multicultural Education*, which serves as a framework for the development of all multicultural initiatives. Curriculum development is one of the many components of the *Action Plan for Multicultural Education*.

Multicultural education is an instructional approach designed to restructure the total school environment for the purpose of maximizing student achievement. It values the cultural diversity of our students and extends to the areas of language, gender, race, socioeconomic class, religion, sexual orientation, age, and disabling conditions. It seeks to provide students with the knowledge, skills, and attitudes required to become fully participating citizens in today's society, to promote social harmony, and to encourage students to take positive social action to effect needed change.

According to New York State Education Department guidelines, the course for grades 7 and 8, *United States and New York State History*, is a chronologically organized, two-year course of study. The two-year sequence traces the human experience in the United States from earliest times to the present, tying major political, economic, and social trends in United States history to parallel trends and time frames in New York State history. References are also made to Canada and Mexico, where relevant to the history of the United States.

This curriculum resource guide, *United States and New York State History: A Multicultural Perspective*, is based upon the New York State syllabus for grades 7 and 8, yet it often goes beyond the current State program to include more of the often neglected roles, perspectives, and contributions of a variety of cultural and ethnic groups in United States history.

One cannot understand United States and New York State history without understanding the history and culture of their major ethnic and cultural components. We must, of course, understand our immediate origins in the nation-states of Europe and in their philosophic and political roots. But we cannot understand United States history, nor many of the social and political phenomena of the present, without also understanding the African-American, the Native-American, the Latino, and the Asian experiences throughout that history, as well as all of the varied groups who have helped to shape our institutions and our sensibilities.

In planning for instruction, teachers should be diligent in selecting information and materials that promote self-esteem as well as a sense of national pride in all students. Students who are exposed to content and use materials that recognize the contributions of women and minorities will be better able to fulfill the New York State program goal of promoting respect for others. The course of study for grades 7 and 8 must respect the diversity of the people who have constituted and continue to constitute the population of the United States, New York State, and New York City.

*Adapted in part from the *New York State Social Studies Grades 7/8 Syllabus* and other State Education Department correspondence.

This curriculum resource guide emphasizes certain multicultural themes: Culture/Diversity, Movements of People, Contributions, and Struggle for Equality. The selection of the materials and activities to develop these themes has been guided by the following principles:

- Historical events must be studied from a variety of cultural perspectives. A study of World War I, for example, should include its impact on women, African-Americans, and German-Americans. Where possible, the members of a particular group should be allowed to tell their group's story in their own voices.
- Historical movements are as important, and often more important, than the individuals who enact them. It is more important, for example, that students understand the impact of immigration on the United States than be able to identify the contributions of specific immigrants.
- Focus should be not only on the victimization of cultural and ethnic groups, but also on their struggle for equality. Rather than stressing the undeniable oppression, more can be gained for students' self-esteem by emphasizing these groups' struggles for equal rights, their cooperation with other ethnic and cultural groups in those struggles, and their achievements.

The Social History Approach

By striving to include the histories, perspectives, and contributions of all Americans—among them, women, African-Americans, Native Americans, and ethnic minorities—the grades 7 and 8 resource guide is in consonance with the social history approach advocated in the State syllabus for grades 7 and 8.

The use of social history in the study of the past is relatively new. It is even newer as an organizing framework for secondary school curricula. The examination of a wide range of human activities with the focus on common people and everyday events captures the attention and interest of those young people who characterize the study of history as "boring" and "irrelevant." The social history approach both enlivens the teaching of history and sparks an interest in learning history. The writers of this resource guide have therefore attempted throughout to use the ten social history "post holes" identified in the State syllabus. They are:

- Life Cycles: Birth, Childhood, Adulthood, Old Age, Death
- Home and Family Living
- Schools and Education
- Labor and Work Patterns
- Political Participation
- Religion and Religious Activity
- Crime and Punishment
- Leisure and Recreation Activity
- Literature, the Arts, and Music
- Styles and Fashions

In addition to increasing student interest, a social history approach provides students with opportunities for developing content knowledge, expanding conceptual frames, and understanding the major ideas of the social sciences. The use of social history as an organizer helps students develop social studies skills such as finding, using, and presenting information; making inferences and drawing conclusions from the information; and applying information and skills to decision making, problem solving, critical thinking, and valuing.

The Course of Study

In accordance with the characteristics and needs of its learners, the United States and New York State History program for grades 7 and 8 builds upon the familiar. Students explore United States history by looking at the evidence of that history in their own state and local communities. Building on previous learning from grade 4, children who are now able to think forward and backward in time can consider cause and effect, explore multiple causation, and understand history in a far more comprehensive way. While students in grade 4 work with individual segments of time, students in grades 7 and 8 are better able to associate and relate historical concepts and understandings.

The course is organized into twelve units of study to be developed and explored within a two-year time frame. While the State syllabus does not specify the units to be studied in the individual grades, this New York City

curriculum resource guide has designated Units 1-6 of the syllabus as the grade 7 course of study and Units 7-12 as the program for grade 8.

The course of study in grades 7 and 8 is vital to achieving the overall goals of the K-12 social studies program. The course builds on and seeks to reinforce those skills, concepts, and content understandings introduced in the K-6 program. The two-year experience in grades 7 and 8 will provide students with a solid content base in United States history, allowing the grade 11 course to do greater justice to the study of the United States in the international, political, and technological contexts. The hemispheric connections revealed by the study of United States relations with Canada and Mexico will provide students with a model for the global connections they will discover in grades 9 and 10.

How To Use This Resource Guide

This curriculum resource guide is designed to assist teachers and supervisors in the implementation of the United States and New York State History course of study. The materials presented in this curriculum resource guide represent suggested approaches for teaching Units 7 and 8 of the syllabus.

Since each unit is comprehensive, it has been divided into topical learning activities, each of which relates to a particular topic within the unit and contains a Focus Question, Teacher Background, Major Ideas, Concepts, Performance Objectives, Development, and Worksheets. Learning activities incorporate specific multicultural content, and are headed by one or more of the following themes: Culture/Diversity, Movements of People, Contributions, and Struggle for Equality.

The focus question introducing each learning activity can serve as a lesson aim. Background is provided to give teachers an overview of the content to be presented and to explain the relationship of the topic to the overall unit, as well as to provide additional historical content not covered in the learning activity itself. The major ideas specify the major knowledge objectives to be developed, most of which are taken from the New York State Grades 7 and 8 syllabus. When Major Ideas specifically include one or more of the "fifteen overarching concepts" to be highlighted, those concepts appear in capital letters. The concepts are: CHANGE, CHOICE, CITIZENSHIP, CULTURE, DIVERSITY, EMPATHY, ENVIRONMENT, HUMAN RIGHTS, IDENTITY, INTERDEPENDENCE, JUSTICE, POLITICAL SYSTEM, POWER, SCARCITY, and TECHNOLOGY. Teachers and supervisors should know that the New York State social studies program for grades 7-12 emphasizes the development of concepts and major ideas, together with subject content, and that the Program Evaluation Test given at the end of grade 8, encompassing two years' work, will focus on these major ideas and concepts.

The Performance Objectives present the specific information and skills that students should achieve upon the completion of the learning activity. These goals should form the basis upon which lessons are developed.

In the Development section of the learning activities, a variety of suggested teaching techniques illustrate how a particular topic might be taught. They are provided to assist teachers in planning lessons, and include a variety of techniques geared to enable the teacher to achieve the Performance Objectives of that particular learning activity. Approaches include role-playing, simulations, small-group discussions, cooperative learning, brainstorming, debates, research activities, interviews, and "hands-on" experiences. At the same time, each strategy provided in this curriculum resource guide aims to promote learning by focusing on one or more skills in an area such as critical thinking, reading, writing, map interpretation, and problem solving.

Follow-Up Activities given after the Development sections list suggestions for individual student or class activities that may enhance learning and further develop students' interest in historical topics. These activities may include: class trips, correspondence, oral or written reports, and other creative projects. Teachers are encouraged to develop their own ideas for such activities, using these suggestions as models.

Worksheets contain primary sources such as photographs, documents, maps, charts, graphs, diagrams, speeches, letters, and diaries of a particular era. These materials should be used to give students opportunities to understand the value of primary sources and to evaluate their use in learning about past and present events. In short, these primary source materials can become a basis for developing critical thinking skills while assisting students in mastering the relevant factual information.

Teachers should be reminded that it is not mandated that they adopt the materials contained in this guide for classroom use. The learning activities are only suggested approaches for implementing the grades 7 and 8 program. The variety of materials gives teachers options

from which to choose to meet the particular needs of their students. Teachers are encouraged to adapt or add specific content that develops the concepts and major ideas of the program.

Although the materials contained in this document provide the ingredients for lessons, the learning activities themselves do not constitute lesson plans, nor are they intended as substitutes for lesson plans. Teachers may, however, choose to integrate these materials and activities into their daily lesson plans.

Furthermore, this curriculum resource guide contains a variety of materials not usually found in traditional textbooks, yet it is not intended as a replacement for a textbook; rather, these are supplementary materials designed to enrich and enliven the teaching and learning process.

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Unit Seven:
An Industrial Society

Learning Activity 1

What impact did technological developments in transportation, communication, and manufacturing have on United States society at the turn of the century?

THEME
Culture/Diversity

BACKGROUND

In 1876, the United States of America celebrated its first century of independence by holding a huge fair in Philadelphia. Among the most popular exhibits at the fair were the new inventions and machines that by the end of the century would revolutionize life in the United States and make the nation the world's leading industrial power. Among the many inventions and technological developments that were changing American life in the late 1800s were the typewriter, the electric sewing machine, the bicycle, the adding machine, the Corliss steam engine, improved steel processing and oil refining, the electric light bulb, and the phonograph. Few innovations, however, had greater impact that did those in the area of communications, e.g., the transatlantic telegraph cable and the invention of the telephone.

Many conditions favored the industrial development of the United States. The nation was blessed with a vast supply of natural resources such as coal, iron ore, oil, timber, and water power. The United States also contained a growing number of workers, including many new immigrants who flocked to cities and factories. This growing population in the decades after the Civil War led to a growing market for manufactured products. The expanding market encouraged investors to provide the capital needed for industrial growth.

Improvements in transportation, specifically railroad construction, which increased by leaps and bounds after 1865, encouraged the revolution in industry. Trains could carry raw materials and finished goods throughout the nation. Thus the railroad encouraged mass production—the making of goods in large quantities—and mass consumption—the use of goods and services by large numbers of people. As railroads criss-crossed the nation, many small towns on their routes grew into busy cities. The United States was on its way to becoming an industrial, urban nation as increasing numbers of workers left the farms for jobs in rapidly industrializing cities.

Although the industrial revolution lead to improved living standards for millions in the United States, the construction of railroads had a devastating impact on the native peoples of the Great Plains, whose traditional cultures had been centered on hunting the buffalo. When the railroads cut through lands on which the buffalo roamed, bringing with them settlers as well as professional hunters, the traditional cultures of the Plains people were destroyed.

MAJOR IDEAS

- CHANGES in the methods of production and distribution of manufactured goods and services caused the United States to develop as an industrial POWER in the half century after the Civil War.
- The growth of railroads affected Native Americans by moving troops and settlers to the Great Plains region and, in the process, destroying the buffalo on which the peoples of the Great Plains depended.

CONCEPTS

- Change
- Culture
- Power
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe developments in the methods of production and distribution of manufactured goods that occurred after the Civil War.
- Assess the impact of developments in transportation, communications, and manufacturing on life and work in the United States.
- Analyze the impact of railroads on the Native American way of life.

DEVELOPMENT

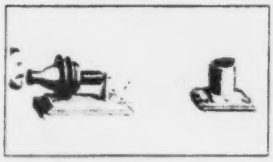
- Distribute Worksheet 1A, "1876 Fair." Have students examine the exhibits and complete the exercise; then have them explain their answers to the following questions:
  - — What does the 1876 exhibition tell us about technology in the United States in the late nineteenth century?
  - — What changes were occurring in transportation? In communications? In manufacturing?
  - — How were methods of producing goods changing?
  - — How were methods of distributing goods changing?
  - — How did the expansion of railroads encourage the industrialization of the United States?
  - — In what ways did the expansion of railroads encourage the growth of cities?
  - — How great an impact would each of these technological developments have on life and work in the United States?
  - — If you had visited the 1876 fair, with which of the exhibits would you have been most impressed? Why?
- Distribute Worksheet 1B, "The Buffalo Go." Have students read the folktale and examine the illustration; then have them explain their answers to the following questions:
  - — What does this folktale tell us about the impact of the railroads on Native Americans of the Great Plains?
  - — In what ways did the Kiowas depend on the buffalo?
  - — According to Old Lady Horse, why did war break out between the buffalo and the "white men"?
  - — In the young Kiowa woman's vision of the "world of beauty" into which the buffalo walked, how was the appearance of the rivers different from the rivers of the Great Plains? How do you explain the difference?
  - — Why did the Kiowa people continue to tell this folktale to their young? As a young Kiowa, how would hearing this tale make you feel? Explain.

FOLLOW-UP ACTIVITIES

- Have students draw pictures to illustrate various events in the Kiowa folktale.
- Students can choose any one of the major inventions of this historical period, research its development, and relate the invention/innovation to other changes that occurred during the period , e.g., improved standard of living, increased consumption, changes in family life, the growth of cities, and increased mobility.

1876 Fair

At the 1876 Centennial Exhibition in Philadelphia, a celebration of our nation's one hundredth birthday, nearly 200 buildings showcased the country's newest technology. Examine some inventions and innovations that were changing life and work in the United States at the time; then complete the exercise that follows.



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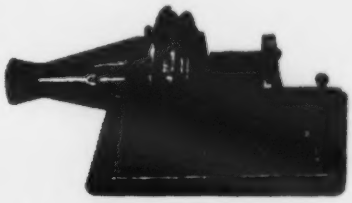
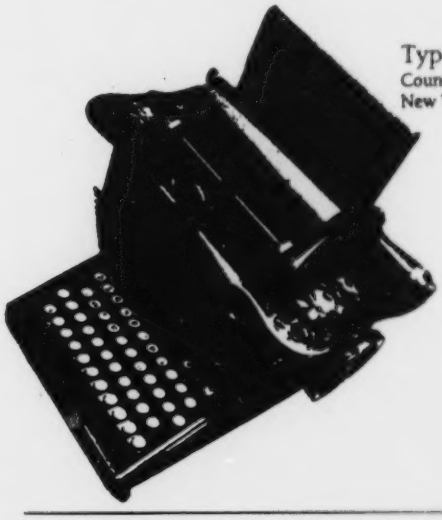


The Corliss steam engine supplied power to more than 8,000 other machines on the fairground. (*Treasures of Art, Industry and Manufacture Represented in the American Centennial Exhibition at Philadelphia, 1876.* Edited by C.B. Norton. Buffalo: Cosack & Co, 1877.)

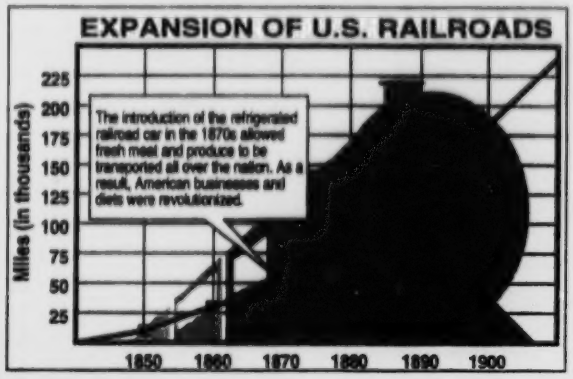
An aerial view of the nearly 200 buildings of the 1876 Centennial Exhibition in Philadelphia, which featured the country's newest inventions, including the new telephone, above. (Brown Brothers)



Typewriter. (Courtesy of Herkimer County Historical Society, Herkimer, New York.)

Advertising poster for Columbia Bicycle. (The Granger Collection)

Factories engaged in mass production began to employ assembly lines like those later used by the Ford Motor Company, pictured above. (From the collections of the Henry Ford Museum, Greenfield Village.)



Railroad Expansion. (Gary B. Nash, *American Odyssey: The United States in the Twentieth Century* [Mission Hills, CA: Glencoe Publishing, 1991], p. 122.)

In the 1870s, Edison tested the first successful electric light bulb. (The Granger Collection)

Invention of the Bessemer process for refining iron into steel made possible the construction of steel frame buildings, elevated railroads, and suspension bridges such as the Brooklyn Bridge, pictured above. (*Brooklyn Bridge*, ca. 1883. Artist: R. Schwartz. Photo-engraving: Shugg Bros. Museum of the City of New York, 34.401.1. Gift of Mrs. J. Insley Blair.)

Consumers in rural areas looked forward to receiving mail order catalogues sent by large companies such as Montgomery Ward and Sears, Roebuck and Company. (Culver Pictures)

BEST COPY AVAILABLE

EXERCISE

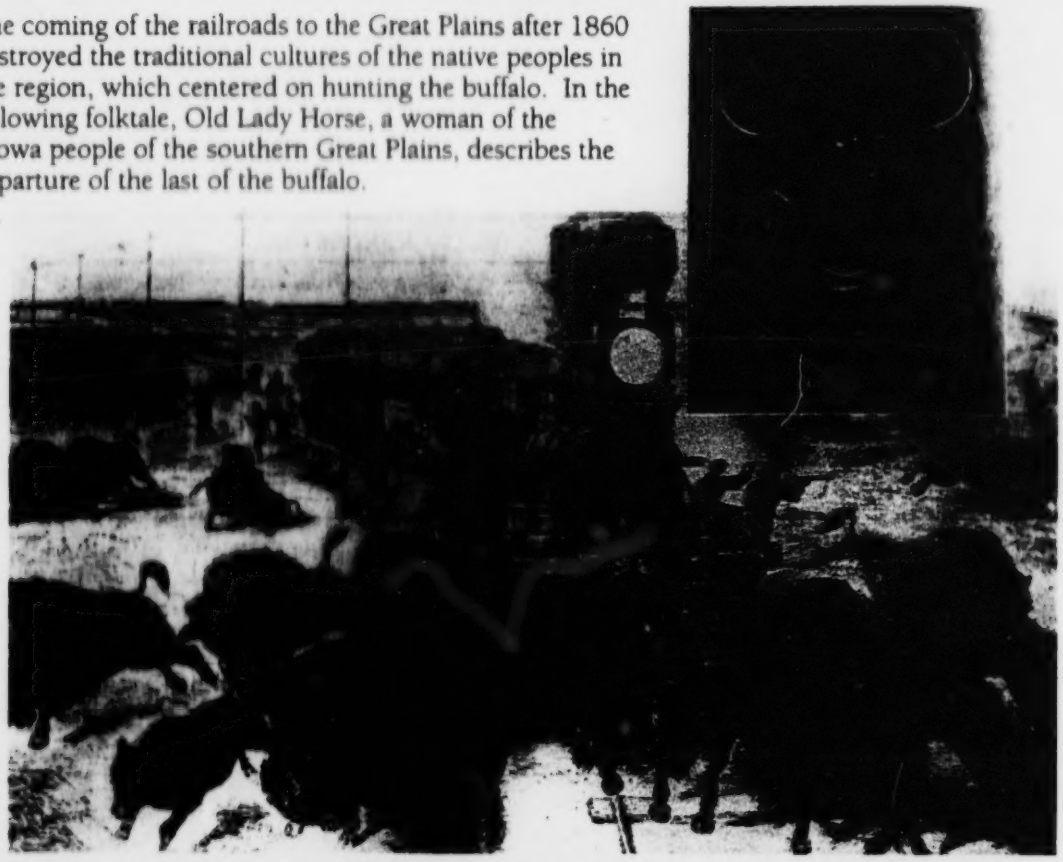
Rate the impact of each of the late nineteenth century's new technologies listed below on working conditions and lifestyles in the United States; briefly give your reasons:

0 — no impact
1 — little impact
2 — significant impact
3 — tremendous impact

Technology	Rating	Reasons
Telephone		
Typewriter		
Steel Processing		
Railroads		
Bicycle		
Corliss Steam Engine		
Mass Production/ Assembly Line		
Mail Order Catalogues		

The Buffalo Go

The coming of the railroads to the Great Plains after 1860 destroyed the traditional cultures of the native peoples in the region, which centered on hunting the buffalo. In the following folktale, Old Lady Horse, a woman of the Kiowa people of the southern Great Plains, describes the departure of the last of the buffalo.



Courtesy Union Pacific Museum. *Buffalo Dream* by Al Momaday. Photo courtesy Patricia Janis Border from "American Indian Painitng and Sculpture." Copyright © 1981 by Cross River Press, Ltd., Abbeville Press, Inc., New York.

Everything the Kiowas had came from the buffalo. Their tipis were made of buffalo hides; so were their clothes and moccasins. They ate buffalo meat. Their containers were made of hide, or of bladders or stomachs. The buffalo were the life of the Kiowas.

Most of all, the buffalo were part of the Kiowa religion. A white buffalo calf must be sacrificed in the Sun Dance. The priests used parts of the buffalo to make their prayers when they healed people or when they sang to the powers above.

So, when the white men wanted to build railroads, or when they wanted to farm or raise cattle, the buffalo still protected the Kiowas. They tore up the railroad tracks and the gardens. They chased the cattle off the ranges. The buffalo loved their people as much as the Kiowas loved them.

BEST COPY AVAILABLE

There was war between the buffalo and the white men. The white men built forts in the Kiowa country, and the buffalo soldiers* shot the buffalo as fast as they could, but the buffalo kept coming on, coming on, even into the post cemetery at Fort Sill [Oklahoma]. Soldiers were not enough to hold them back.

Then the white men hired hunters to do nothing but kill the buffalo. Up and down the plains those men ranged, shooting sometimes as many as a hundred buffalo a day. Behind them came the skinners with their wagons. They piled the hides and bones into the wagons until they were full, and then took their loads to the railroad stations that were being built, to be shipped east to the market. Sometimes there would be a pile of bones as high as a man, stretching a mile along the railroad track.

The buffalo saw that their day was over. They could protect their people no longer. Sadly, the last remnant of the great herd gathered in council, and decided what they would do.

The Kiowas were camped on the north side of Mount Scott, those of them who were still free to camp. One young woman got up very early in the morning. The dawn mist was still rising from Medicine Creek, and as she looked across the water, peering through the haze, she saw the last buffalo herd appear like a spirit dream.

Straight to Mount Scott the leader of the herd walked. Behind him came the cows and their calves, and the few young males who had survived. As the woman watched, the face of the mountain opened.

Inside Mount Scott the world was green and fresh, as it had been when she was a small girl. The rivers ran clear, not red. The wild plums were in blossom, chasing the red buds up the inside slopes. Into this world of beauty the buffalo walked, never to be seen again.

* The Buffalo Soldiers were African-American cavalrymen assigned to police the frontier. Unlike white troopers, they were not rotated between western and eastern forts. There was general fear, based on stereotypes, that they would cause problems in the populated East. The Buffalo Soldiers were so called by Native Americans because their hair resembled the coat of the buffalo.

Learning Activity 2

Was John D. Rockefeller a great pioneer of industry or a "robber baron"?

THEME
Contributions

BACKGROUND
The individuals who presided over the Industrial Revolution in the United States were business leaders and financiers. Men such as Andrew Carnegie, John D. Rockefeller, and J. Pierpont Morgan, and a few women such as Nettie Fowler McCormick and Lydia Pinkam, were pioneers in American business, eager to seize the opportunities of the new industrial world around them. All of them—big business leaders and small business owners alike—shared the ideal of self-reliance and individualism.

In their quest for success, the business pioneers of the late 1800s created a new form of business organization—the corporation. During the latter half of the 1800s, there was a growing trend toward business "combination," or consolidation. Corporations of the same type of business or of related businesses would join together to create large combinations. Although these combinations held many advantages, e.g., reduced waste and costs, these large-scale enterprises presented dangers to the American economic system. Through consolidation, a group of corporations might gain a monopoly or complete control over a particular field of business. Having driven out the competition, the combination could then charge excessive prices for its products or services.

John D. Rockefeller's biography sheds light on the character of business leaders during this era. As an industrial pioneer, Rockefeller was endowed with great energy and ability. A highly competitive and shrewd gambler willing to take chances, Rockefeller developed the trust as a form of big business organization. He is given major credit for introducing order and efficiency into the highly chaotic and wasteful oil industry. But his critics have termed Rockefeller a "robber baron" who ruthlessly forced his competitors to choose between joining him or going down to ruin.

MAJOR IDEAS

- The corporation developed as a new method of organizing large-scale production for more efficient use of SCARCE resources.
- Inventions, new management techniques and advancing TECHNOLOGY in the nineteenth century were often the product of individual genius.

CONCEPTS

- Change
- Power
- Scarcity
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the contributions of John D. Rockefeller to the industrialization of the United States.
- Identify the attitudes and values that guided Rockefeller and other entrepreneurs of the period.
- Evaluate the degree to which John D. Rockefeller was a "robber baron" or great industrial pioneer.

DEVELOPMENT

- Distribute Worksheet 2, "Case Study of John D. Rockefeller: Business Pioneer or Robber Baron?" Discuss with students the meaning of the term "robber barons," which their critics coined for the late nineteenth-century industrialists. Have students complete the exercise on the worksheet and explain their answers to the following questions:
  - — What does this "special edition" tell us about John D. Rockefeller?
  - — How did Rockefeller become one of the richest and most powerful men in the United States?

— What attitudes and values guided the young John D. Rockefeller?

— Why did Rockefeller decide to try to gain control of all oil refining?

— As owner of a competing oil refinery, how fair would you have considered Rockefeller's methods?

— In your opinion, were individuals like John D. Rockefeller great pioneers of industry in the United States? Or were they "robber barons"? Give evidence to support your view.

FOLLOW-UP ACTIVITIES

- Students can research and report on another major industrial entrepreneur of this era (e.g., Henry Ford, Andrew Carnegie, J. Pierpont Morgan).
- Students can research and report on John D. Rockefeller's many philanthropies and foundations, which continue to affect life in the United States.
- Students can research and report on Andrew Carnegie's efforts in founding public libraries all over the United States.
- Organize a debate on: "Rockefeller, Carnegie, and Vanderbilt: Great Pioneers of Industry or Robber Barons?"

Case Study of John D. Rockefeller: Business Pioneer or Robber Baron?

NEWSPEOPLE MAGAZINE

SPECIAL EDITION: JOHN D. ROCKEFELLER

John D. Rockefeller was born in upstate New York. Serious minded and religious, he decided early in life on a business career. After high school he studied bookkeeping at a small business college in Cleveland, Ohio. In 1859, at the age of 20, he and a friend went into business, trading in grains and meat. The business was successful from the start, thanks to Rockefeller's shrewdness and his attention to detail. He boldly borrowed from banks to expand the business. When the Civil War broke out, the firm was in a position to make large profits selling supplies to the Union army.

Brown Brothers

By this time, Rockefeller had become interested in the new but booming oil industry. People had long known of areas in western Pennsylvania where oil seeped through rock and floated on the creeks. A few people bottled and sold the oil as medicine, but otherwise it had no value. In the 1850s, Benjamin Silliman, a chemistry teacher at Yale University, showed that "Pennsylvania rock oil" could be purified and made into usable products, such as kerosene, for lighting lamps.

Silliman's findings showed that oil could be valuable if someone could find a way to get it out of the ground in quantity. In 1859, Colonel Edwin L. Drake drilled the first oil well at Titusville, Pennsylvania, and a new industry was born. People flocked to the region to drill for oil. The crude oil was shipped to oil refineries in nearby Cleveland. At an oil refinery, crude oil is purified and made into usable products.

Oil refining was the part of the oil business that John D Rockefeller entered in 1867, at the age of 27. His was one of perhaps 30 refineries that competed with each other in Cleveland.

The entire oil industry—from drilling to refining to distributing the kerosene to customers—was marked by fierce competition. Rockefeller saw that if he could gain control of refining, he could control the whole industry. He would be able to name the price he would pay the drillers for their crude oil. He could also name the price at which he would sell the refined oil to distributors. In 1870, Rockefeller founded the Standard Oil Company, with the aim of

gaining control of the refining business. Within two years he was able to buy out most of the other oil refineries in Cleveland. A few years later, he gained control of large refineries in New York, Philadelphia, Baltimore, and Pittsburgh.

How did Rockefeller accomplish this? First of all, he was an efficient producer. Like Andrew Carnegie in the steel industry, Rockefeller put profits back into the business to pay for expansion. He used the latest methods and machinery. He saved money by manufacturing his own barrels, building his own warehouses, and buying his own pipelines, which carried oil from the wells to his refineries. These measures enabled him to refine oil more economically.

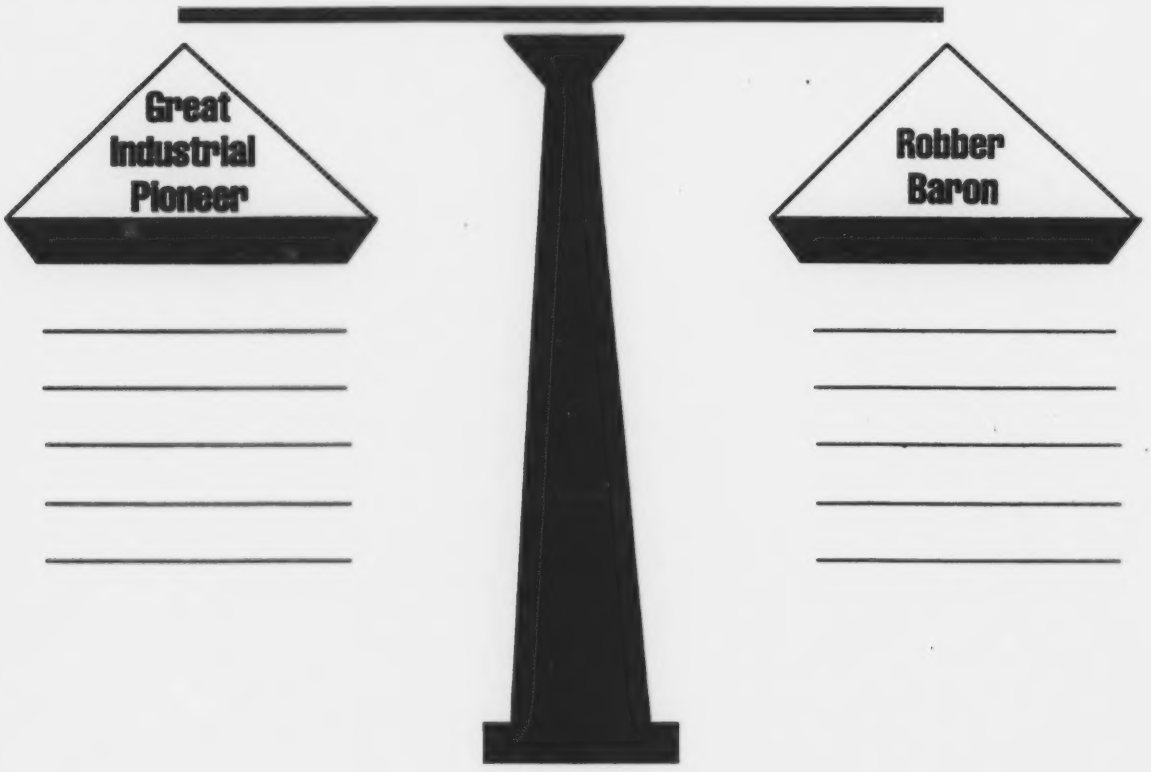
Rockefeller was also able to ship his oil for less money. As the largest shipper of oil, he forced railroads into secret deals to give him rebates—that is, to pay him back a portion of the freight rates they charged him. In Ohio, Rockefeller could ship oil for only 10 cents a barrel, whereas his competitors had to pay 35 cents. After a time, he demanded that the railroads also give him a share of the freight charges his competitors paid! The railroads had to agree or lose Rockefeller's business.

With these advantages, Rockefeller could sell oil for less than his competitors. He gave other companies a choice: sell out to him at a fair price, or be driven out of business. Standard Oil was quite willing to sell oil at a loss for as long as it would take to drive another company out of business. By 1879, Rockefeller had used these methods to attain a monopoly of the oil industry: he had gained control of 90 percent of the oil refining business in the Untied States.

Adapted from: *One Flag, One Land, Vol. 2: From Reconstruction to the Present*, Richard C. Brown, et. al., (Morristown, NJ: Silver Burdett and Ginn, 1987), pp. 59-60.

EXERCISE

Use the scale below to determine whether John D. Rockefeller was a great industrial pioneer or a "robber baron." In the spaces provided, list as much evidence as you can to support each point of view. After you weigh the evidence, decide which way the scale would tip.



Based on the above scale, I think John D. Rockefeller should be considered more a _____ because _____

Learning Activity 3

In what ways did members of different cultural groups participate in the industrialization of the United States?

THEME

Contributions

BACKGROUND

Fueling the Industrial Revolution in the United States were the ideas of inventors and the labor of newly arrived immigrants. Often, traditions that workers brought from their homelands enriched the work environment.

African-American inventors played a significant role in the industrialization of the United States. While the part that Chinese laborers played in building the trans-continental railroad (see Grade 7, Volume III, Unit 5) is now being appreciated, it is still a little known fact that Chinese workers were largely responsible for the economic success of early manufacturing industries on the West Coast, such as the garment and shoe industries. Also little recognized is the participation of Latino workers who settled in New York in the early years of the twentieth century and worked as cigar makers, or *tabaqueros*. The factories in which these Latinos worked were renowned at the time for their quality of life, which was shaped by the traditions that Latinos brought with them.

MAJOR IDEAS

- CHANGES in the methods of production and distribution of manufactured goods contributed to the United States' development as an industrial POWER in the half-century after the Civil War.
- People from diverse CULTURES contributed to the Industrial Revolution in the United States.

CONCEPTS

- Change
- Culture
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the roles played in the industrialization of the United States by European-American and African-American inventors, Chinese workers in the shoe industry, and Latinos in the cigar-making industry.
- Assess the significance of contributions of various segments of the population to the industrialization of the United States.

DEVELOPMENT

- Distribute Worksheet 3A, "African-American Inventors." Have students complete the exercises on the worksheet; then have them explain their answers to the following questions:
  - — What does the introduction to "The Colored Inventor" tell us about the contributions of African-Americans to the Industrial Revolution?
  - — How does Henry Baker answer critics who deny the equality of African-Americans?
  - — Why do you think that the contributions of members of some cultural groups to the industrialization of the United States have been overlooked?
  - — How do the inventions of African-Americans still affect our lives today? Explain.
- Distribute Worksheet 3B, "*Tabaqueros* in New York City." Have students read and complete the exercise; then have them explain their answers to the following questions:
  - — What does this selection tell us about the workplace of Latino *tabaqueros* (cigar makers) in early twentieth-century New York?

— What workplace activities does Bernardo Vega remember most clearly?

— Why does Vega say that the workplace was like a university?

— How did factory readings reflect Latino traditions?

— If you were a factory worker in the early twentieth century, would you have enjoyed having a "reader" at your workplace? Would such a reader be accepted in the workplace today? Why or why not?

— Do you think that the "reader" tradition in Latino factories created a better work force? Why or why not?

- Distribute Worksheet 3C, "Chinese Labor in the Shoe Industry." Have students examine the picture, complete the exercise and explain their answers to the following questions:

— What story does this picture tell about Chinese participation in early American industrialization?

— How do you explain the fact that few United States citizens today know about Chinese participation in early manufacturing industries such as the one pictured here?

- Distribute Worksheet 3D, "Hall of Fame." Have students work in pairs to complete the exercise. Ask students to share their evaluations with the class.

FOLLOW-UP ACTIVITY

- Have students research and add to the "Hall of Fame" pictures of people of all ethnic, racial, and cultural backgrounds who contributed to the industrialization of the United States.

African-American Inventors

In 1913, Henry Baker, Assistant Examiner for the United States Patent Office, issued a report on the contributions of African-American inventors to the Industrial Revolution.

The Colored Inventor: A Record of Fifty Years

By Henry E. Baker, Assistant Examiner, United States Patent Office

We have proven in almost every line that we are capable of doing what other people can do. We have proven that we can work as much and as well as other people. We have proven that we can learn as well as other people. We have proven that we can fight as well as other people, as was demonstrated in the late [Civil] war. There are still, however, enemies of our race who claim that we are not equal to others because we have failed to produce inventors....

Attached, please find a statement prepared by one of the assistants in the Patent Office, showing the inventions that have been made by colored men within the past few years....

This statement shows that colored men have taken out patents upon almost everything, from a cooking stove to a locomotive. Patents have been granted to colored men for inventions and improvements in the workshop, on the farm, in the factory, on the railroad, in the mine, in almost every department of labor, and some of the most important improvements that go to make up that great motive power of modern industrial machinery, the steam engine, have been produced by colored men....

The colored people of this country want an opportunity to show that the progress, that the civilization which is now admired the world over, that the civilization which is now leading the world, that the civilization which all the nations of the world look up to and imitate—the colored people, I say, want an opportunity to show that they, too, are part and parcel of that great civilization....

From *The Congressional Record*, 53rd Congress, 2nd Session, p. 8382.

EXERCISE 1

After reviewing the contributions of various African-American inventors, place an "X" next to the THREE that you think were the most significant.

☐ 1. Jan E. Matzeliger worked as a cobbler's apprentice. After the Civil War, he started work on a machine for attaching soles to shoes. He worked at night on his invention, first constructing it with cigar boxes and cardboard. Matzeliger's machine was the first that could hold a shoe, pull the leather down around the heel, drive the nails into place, and discharge the completed shoe from the machine.

☐ 2. Elijah McCoy was the son of runaway slaves who managed to send him to Scotland as a teenager for an education. Despite his training in mechanical engineering, he could only find work as a railroad fireman. One of his duties was that of oiling the moving parts of the engine — a process performed by hand. McCoy set out to find a way to oil machinery without stopping it. By 1872, he developed a cup with a tiny stopcock which regulated the flow of oil into moving mechanical parts. Millions of machines used some variety of the McCoy invention to speed up production. Buyers of machinery insisted that their equipment be fitted with the "real McCoy" — a term that came to mean authenticity.

☐ 3. William B. Purvis improved upon Waterman's fountain pen, which was invented in 1884. He received a patent in 1890 for "certain improvements, all of which are fully set forth in the following specification, and shown in the accompanying drawings, which form part thereof." It appears that the classic fountain pen is the invention of William B. Purvis.

☐ 4. Andrew J. Beard invented a device for coupling railroad cars. Before the automatic coupler, railroad workers had to place a pin between cars as they moved together; they were often injured or killed.

☐ 5. Garrett A. Morgan invented the gas mask and the traffic light. His mask saved the lives of many soldiers in World War I and enabled the rescue of people trapped in gas-filled tunnels.

☐ 6. Granville T. Woods invented a telegraph system that made it possible to send messages between moving trains. He also invented an automatic air brake for railroad cars, and helped to perfect the mechanism of the third rail in New York City's subway system.

☐ 7. Lewis H. Latimer produced a method of making carbon filaments for an incandescent lamp. He later joined the engineering department of the Edison Electric Light Company. Latimer would successfully sue Edison for stealing some of his ideas.

☐ 8. C.J. Walker, who began her career as a domestic, was the first woman to become a self-made millionaire. By marketing hair-care products for women she developed a business that eventually included a line of beauty products and beauty schools.

Adapted from Blacfax Calendar, *Blacfax Magazine*, New York, 1989. Reprinted by permission of Blacfax Publications.

EXERCISE 2

Examine the advertisement for Garrett Morgan's safety hood, invented in 1914. Then use the space provided to design an advertisement for any other invention that was part of the United States Industrial Revolution.

Courtesy The Western Reserve Historical Society.

Advertisement for _____

Tabaqueros *in New York City*

Bernardo Vega left Puerto Rico in 1916 to work in a cigar factory in New York City. In this selection, he describes the experiences of cigar factory workers in the city in the early twentieth century.

I found work at a cigar factory called "El Morito" ("The Little Moor"), on 86th Street off Third Avenue. At that wonderful place I struck up friendships with a lot of Cubans, Spaniards, and some fellow countrymen, all of whom awakened in me an eagerness to study. Among them, two Cubans remain in my mind. One of them, Juan Bonilla, had been a close friend of the Cuban poet and revolutionary José Martí, and was a noted speaker and one of the editors of *Patria*, the newspaper Martí had founded in New York. The other was T. de Castro Palomino, a great scholar, who had also gained fame for his role in the liberation struggles in the Caribbean.

With workers of this caliber, "El Morito" seemed like a university. At the time the official "reader" was Fernando Garcia. He would read to us for one hour in the morning and one in the afternoon. He dedicated the morning session to current news and events of the day, which he received from the latest radio bulletins. The afternoon sessions were devoted to more substantial readings in politics and literature. A committee on reading suggested the books to be read, and their recommendations were voted on by all the workers in the shop. The readings alternated between works of philosophy, politics, and science, and novels by authors who were well known at the time.

It used to be that a factory reader would choose the books himself, and they were mostly light reading. But as they developed politically, the workers had more and more to say in the selection. Their preference for works of social studies won out. And I never knew a single *tabaquero* (cigar maker) who fell asleep.

At the end of each session there would be a discussion of what had been read. Conversation went from one table to another without our interrupting our work. Though nobody was formally leading the discussion, everyone took turns speaking. When some controversy remained unresolved and each side would stick to a point of view, one of the more educated workers would act as moderator.

The institution of factory readings made the *tabaqueros* into the most educated sector of the working class. The practice began in the factories of Cuba, around 1864. In Puerto Rico the practice spread with the development of cigar production, and Cubans and Puerto Ricans brought it to New York. There were no factories with Hispanic cigar workers without a reader.

Adapted from Bernardo Vega, "The Customs and Traditions of the *Tabaquero* and What It Was Like to Work in a Cigar Factory" in *The Memoirs*, 1984. Reprinted by permission of *Monthly Review Press*.

EXERCISE

Identify a book that you think would have helped the newcomer *tabaqueros* adjust to life in the United States. As the *tabaqueros* did, select either classic literature or a political book. Then indicate the reasons for your choice.

Book Recommendation for Tabaqueros

Title: _____

_____

Reasons for Selection: _____

_____

_____

_____

_____

_____

_____

Chinese Labor in the Shoe Industry

California shoe manufacturers, competing with East Coast industry, found Chinese workers to be the solution to their problems. By 1873, Chinese workers were responsible for half of the shoes and boots produced in California. Because of growing demand for shoes and the quality and availability of Chinese workers, the shoe industry grew from a $1.5 million business in 1870 to a $3 million enterprise in 1875.

In the early days of the California shoe industry, the firm Buckingham & Hecht refused to pay American workers the wages they demanded, so the workers went on strike. To break the strike, the firm hired Chinese men who were able to work for lower wages than the white American working men because their families were in China and the money they sent home was worth a lot more in China than in the United States.

California manufacturers prevented strikes and controlled wages in different ways. For example, white female workers were paid as little as the Chinese, so mill owners cleverly mixed the female workers in with the Chinese, who could not speak English. Since neither group could communicate with the other, this prevented both the Chinese and the women from getting together to organize any effective strikes.

American boys were paid even less than the Chinese, so when the Chinese workers in the footwear industry went on strike, the employers broke the strike by advertising for American boys to take their place.

The picture below shows Chinese laborers at work in a California shoemaking factory. Study the picture and then write a caption for it in the space provided.

Library of Congress

Caption: "_____"

WORKSHEET 3D

Hall of Fame

Beneath each invention, indicate how the invention impacts our lives today.

Thomas A. Edison: Phonograph

Courtesy National Park Service

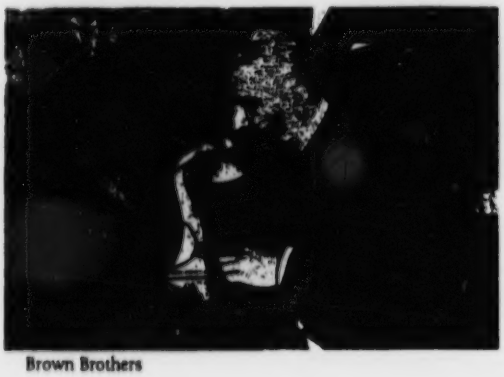
Elijah McCoy: Drip cup for locomotives

Granger Collection

Edwin Drake: Oil Well

Photograph from the collection of the Pennsylvania Historical Museum Commission's Drake Well Museum in Titusville, PA.

Alexander Graham Bell: Telephone



Brown Brothers

Learning Activity 4

Did the Industrial Revolution change working conditions in the United States for the better or for the worse?

THEME

Struggle for Equality

BACKGROUND

In the 1850s, most Americans lived in the countryside and engaged in farming. By the 1920s the United States had changed dramatically. By this time, half of the United States population lived in cities and worked for wages.

Industrialization had a tremendous impact on the lives of workers. Before the Industrial Revolution, workers labored at home or in small workshops alongside an employer who was both the owner of the business and a friend or acquaintance. In this environment, workers gained an understanding of how a product was made from beginning to end and could acquire a variety of skills. However, mass production required that the work be broken into many separate steps, each carried out by a different worker. Workers performed the same tasks over and over again, which made the work day boring and monotonous and gave them little opportunity to acquire new skills or take pride in their work. Moreover, factory workers rarely experienced the close contact with their employer that had once been common in small workshops. They had no way of redressing grievances in the workplace; with so many people competing for jobs, employers did not hesitate to replace workers who complained. Like machine parts, workers became replaceable parts in a vast industrial machine.

While business was generally enjoying tremendous growth and prosperity, industrial workers, many of them immigrants and women, faced long hours, low wages, and dreadful working conditions. Some children became exploited industrial workers as well; they were hired to work in textile mills and coal mines because their labor was cheaper. It is estimated that one out of five children under the age of 15 was working by 1910. These children paid a heavy price for the very rapid industrialization of the United States in the late nineteenth and early twentieth centuries.

MAJOR IDEAS

- Industrialization resulted in major CHANGES in the nature of work and the role and tasks of the worker.
- Increased competition for jobs made workers' lives more difficult.

CONCEPTS

- Change
- Human Rights
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Interpret a graph showing the changing nature of the United States labor force, 1870-1920.
- Explain how the nature of work and the tasks of the worker changed with industrialization.
- Evaluate the degree to which industrialization did or did not improve the lives of workers.

DEVELOPMENT

- Distribute Worksheet 4A, "Changes in the United States Labor Force." Have students examine the graph and complete the exercise; then have them explain their answers to the following questions:
  - — What does the graph tell us about changes that occurred in the work force of the United States between 1870 and 1920?
  - — How do you explain the trend illustrated here?

— How great an impact did the trend shown here have on lifestyles in the United States? Explain.

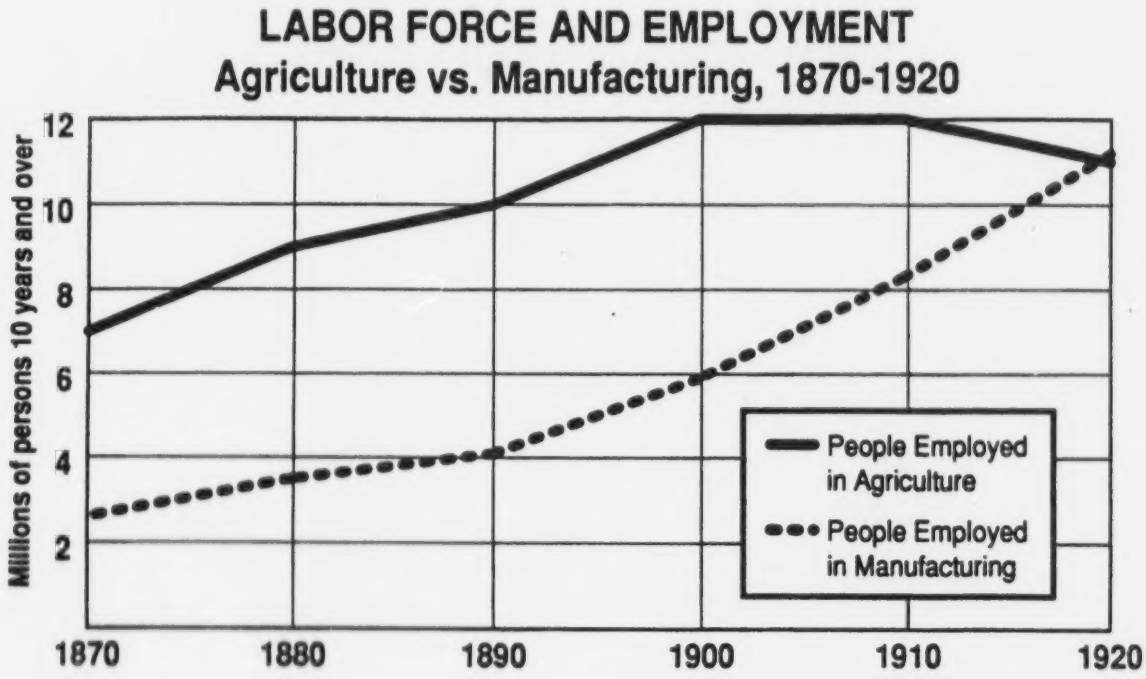
- Distribute Worksheet 4B, "Work Before and After Industrialization." Have students read and complete the exercise; then have them explain their answers to the following questions:
  - — What do these selections tell us about the changes that occurred in the nature of work after industrialization?
  - — How did work in a pewter shop of the 1770s compare with work in a factory of the 1880s?
  - — How did mass production make it possible to do away with the need for an apprenticeship system?
  - — How did mass production make it possible to produce goods at lower prices?
  - — How did mass production change the composition of the work force in the United States?
  - — If you were a young worker in the 1880s, which would you have preferred — the old apprentice system or the factory system? Explain.
- Distribute Worksheet 4C, "Work in the Sweatshops." Have students read, complete the exercise, and explain their answers to the following questions:
  - — What does Harry Roskolenko tell us about working conditions in the garment industry at the turn of the century?
  - — How many hours did Harry Roskolenko's father work?
  - — What were conditions like in the factory itself?
  - — Why did the workers "seldom stop"— even to go to the toilet?
  - — How was Mr. Roskolenko paid? How did the foreman's "racket" make Mr. Roskolenko and the other workers "poorer at the end of the week"?
  - — Why does Harry Roskolenko compare his father to a steam engine? Is it a fitting comparison? Explain.
- Distribute Worksheet 4D, "Children at Work." Have students read and examine the photograph and graphs. Have them complete the exercises on the worksheet and explain their answers to the following questions:
  - — What do the photo, graphs, and letters tell us about child labor in the late nineteenth century?
  - — How does the photo illustrate the impact of industrialization on children?
  - — How do you explain the increase in child labor from 1885 to 1889?
  - — How do the views on child labor expressed in the letters compare?
  - — Was child labor necessary, as Lewis W. Parker suggests?
  - — Were parents justified in sending their children to work?
  - — Should the federal government have passed laws against child labor, as Mother Jones argued?
  - — Were there any positive effects of industrialization (short- or long-range) for the worker? Were the positive effects worth the price that some victims of industrialization had to pay? Explain.

FOLLOW-UP ACTIVITY

- Students may write editorials expressing their opinions on whether industrialization was more of a blessing or a curse for workers.
- Have students research and report on the technological revolution today (e.g., computers) and its impact on workers.

Changes in the United States Labor Force

Study the graph below and answer the questions that follow.



What is the subject of this graph? _____

_____

How many Americans were employed in agriculture in 1870? _____

What was the first year in which more people worked in manufacturing than in agriculture? _____

What trend is shown by this graph? _____

_____

_____

Robert A. Divine, et al. *America: The People and the Dream*. Copyright © 1991 Scott, Foresman and Company, Glenview, IL. Reprinted by permission of Scott, Foresman and Company.

Work Before and After Industrialization

Visit this craftsman's shop in eighteenth-century America:

> We enter the pewterer's shop of William Will. [Pewter is a metal made by combining tin with copper, lead, and antimony.] His wife and daughter take down from the shelves several pewter basins, mugs, and plates. Next we go into a small building to watch the men at work. Mr. Will, the master, is seated before a bench assembling the parts of a mug. An apprentice, a boy who is learning the trade, wearily cranks a great wheel. It turns a machine which one of the master's sons is using to polish a pewter bowl. Working over by the forge is a journeyman. He has finished his apprenticeship and is working to save enough money to set himself up as a master in his own shop. He is carefully pouring pewter into a small mold.[1]

Now hear a skilled toolmaker in the late nineteenth century tell how his work has been affected by industrialization and mass production:

> One man may make a particular part of a machine and may not know anything whatever about another part of the same machine. In that way, much is produced a great deal cheaper than it used to be. In fact, 100 men are able to do now what it took 300 or 400 men to do 15 years ago.
>
> There is no system of apprenticeship. You simply go in and learn whatever job you are assigned.
>
> It has a bad effect upon your mind. A man thinks of nothing else but that particular small job. He has got no chance whatever to learn anything else.[2]

EXERCISE:

Check (✓) the era to which each of the following statements about work relates.

Statements About Work	Pre-Factory	Factory
Worker makes one particular part of product.		
Worker can make entire product.		
Worker learns skill by apprenticing to a craftsperson.		
Little skill needed for job.		
Greater number of goods can be made.		
Product can be made more cheaply.		
Bored worker feels little pride in job.		

[1] Adapted from Carl Bridenbaugh, *The Colonial Craftsman* (New York University Press, 1950), pp. 125-126.

[2] From Milton Meltzer, *Bread and Roses*. Copyright © 1967 by Milton Meltzer. Reprinted by permission of Alfred A. Knopf, Inc.

Work in the Sweatshops

Harry Roskolenko was only five years old when he saw his first "sweatshop." He came on a visit to bring his father, who worked at a pressing machine, a letter and an apple. Harry Roskolenko wrote:

When I arrived at the factory there he was, my father, soaking wet with sweat. It was just an ordinary shop, I discovered, with nothing special about the men, the work, the heat, the dirt, the pay, the boss, the production. It was a factory with a hundred workers stripped down to their pants. All sorts of tailoring, cutting, and pressing machines were whirling, whirring, and steaming away. I was fascinated for a few minutes—then I saw my father. I lost the magic of a new place at once. The inventions were gone—and there was a man of fifty, pressing a cloak with a ten-pound steam iron.

It was summer sweat, winter sweat, all sorts of sweat; bitter, sour, stinking, moldy—through all the seasons of the year. Not one fan to blow up some wind. The fans were in the boss's office. Instead of fans there were foremen walking about, fuming and blowing, their voices like dogs barking at other dogs.

The workers seldom stopped, no matter what they were at. They talked every language but English; and the foreman, when asked a question, answered in every language. When the foreman laughed, everybody laughed—machinelike, blending with the smells, and the steam, into one great bubble of gas. After the laugh—back; the moment gone, allowed, created by some eccentricity on the part of the foreman. It had likely cost the whole factory a dollar in production. And no one smoked except during lunch or when a worker went to the toilet. They were watched there as well. How long does it take to go to the toilet? I heard the foreman say, "Hurry. Hurry—get back to work!"

They were producing winter wear, heavy coats and cloaks, in the summertime. Outside, the temperature was almost 100 degrees. Indoors, it rose to 110 or 120—humid, steamy, gluey. At the tables they got so much per garment pressed or so much for sewing on sleeves, collars, linings, bodies—whatever went to make up the finished garment. The pay was so little usually and the cause of many strikes and sudden stoppages.

The day began in the dark, too early for the sun's rising, and it ended in the dark, too late for sun's setting. It was twelve hours, fourteen hours, sixteen, depending on what the worker needed at home....

Now my father was at the pressing table, a big rack to his left, with the unpressed cloaks, and one to the right, where the pressed cloaks went—and the rack to the right was the one that counted at the end of the day. So much for so much. The foreman counted the rack up at noon. My father noted everything down in the little book that he scrawled into during the day; the amount pressed, when pressed, and the name of the boy who took them off the rack. For there was always disagreement regarding the tallies, or the truth, or the lies. When they argued, as each man did

Adapted from Harry Roskolenko, *The Time Was Then* (New York: Dial, 1971). Reprinted by permission of Barton, Doubleday, Dell Publishing Group, Inc.

with his foreman, there was only one truth left—each man's book in his pocket. Often, too, the foreman and the boy were working it out together—a small racket that made one old man somewhat poorer at the end of the week.

My father was, soon enough, a steam engine with his pressing iron. His small body was like an engine puffing; and cloak went after cloak, done, counted. On and on it went, wearing him to death.

EXERCISE

In the early 1900s investigators visited factories to find out about working conditions there. Answer, as you think Harry Roskolenko's father would have, the following investigator's question:

Investigator: What are conditions like in the factory where you work?

Mr. Roskolenko: _____

_____

_____

_____

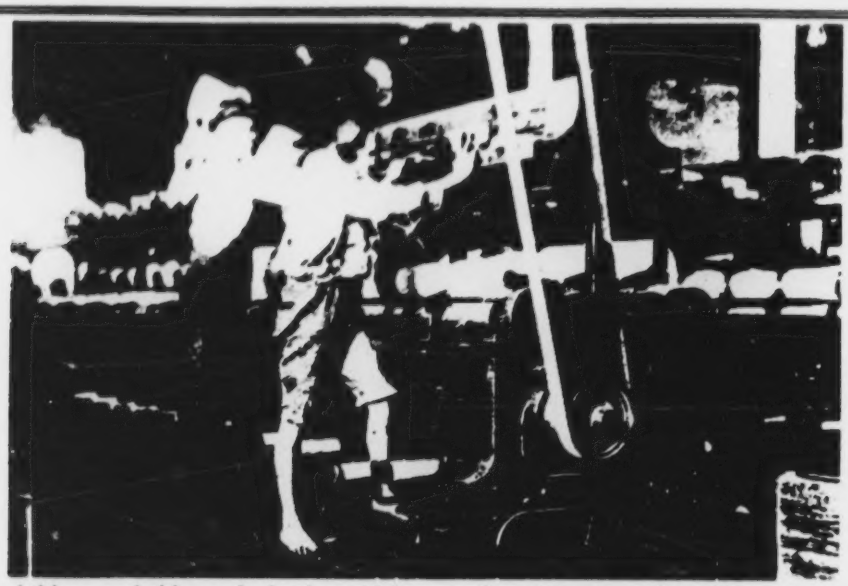
_____

_____

_____

Children at Work

The Multicultural Mosaic



These children probably worked at least 12 hours a day, 6 days a week in this textile factory.

The Bettmann Archive

Letters to the Editor: Children at Work

The child of today is the man or woman of tomorrow. What kind of citizen will be the child who toils 12 hours a day, in an unsanitary atmosphere, stunted mentally and physically, and surrounded with immoral influences? Denied education, he cannot assume the true duties of citizenship.

There are state laws which should regulate these matters, but results have proven that they are inadequate. I believe that Federal laws should be passed governing this evil and including a penalty for violation.

—Mother Jones, labor organizer, 1903

We have seen a girl with scarlet fever (when her throat was so bad she could not speak above a whisper) tying ostrich feathers in the Italian district. In another case, a child eight years of age, sent home from school because of tuberculosis, was found working. The Commission does not believe that the rights of parents permit them to require of their children toil for long hours to the injury of their health and the prevention of their receiving education.

—Factory Investigating Commission of New York State, 1912

It is essential that there be an opportunity for the child to work if there is to be a migration from the soil to industrial centers of the South. We cannot possibly move from a condition of agriculturalism to a condition of industrialism without the employment of minors. Take a family on the farm in absolute poverty. What happens? If the family moves to the cotton-mill town and you say that the father only can work, he cannot make enough to support the family.

—Lewis W. Parker, South Carolina cotton manufacturer, 1914

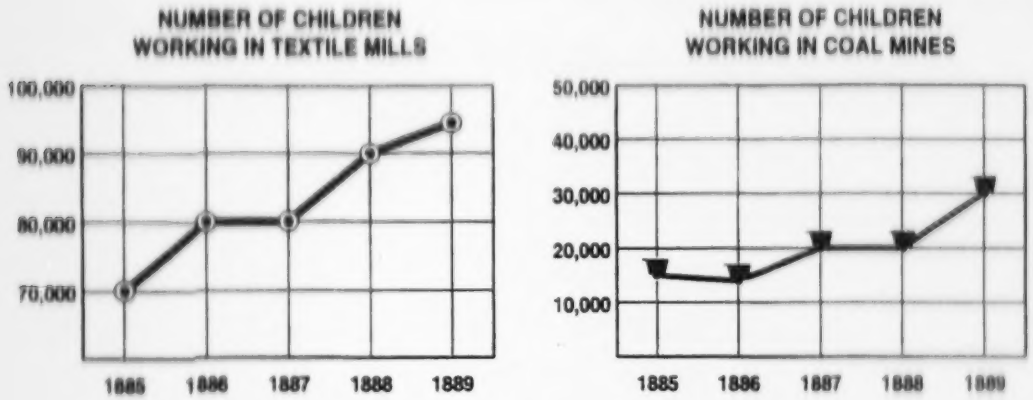
EXERCISE 1

After reading each of the letters to the editor concerning children at work, give the main arguments of each and briefly tell why you agree or disagree.

Viewpoint	Main Arguments	Why You Agree or Disagree
Mother Jones	1. 2. 3.	
Factory Investigating Commission	1. 2. 3.	
Lewis W. Parker	1. 2. 3.	

EXERCISE 2

Study the following graphs depicting the increase in child labor toward the end of the nineteenth century. Then answer the questions that follow.



1. By 1889, how many children were working in coal mines? _____

   In textile mills? _____

2. How would you explain the increase in both areas of child labor from 1885 to 1889?

   _____

   _____

   _____

3. What arguments for child labor would you expect from an employer?

   _____

   _____

   _____

   From a parent?

   _____

   _____

   _____

Learning Activity 5

How responsive were early labor unions to the needs of all of the nation's workers?

THEME
Struggle for Equality

BACKGROUND

At the beginning of the twentieth century, most wage earners still worked a ten-hour day, six days a week. Skilled workers earned about $12 a week, unskilled workers about $6. Many families were barely able to survive on the salary of a single wage earner.

In addition to low pay and long hours, workers had few holidays or vacations. There were few safety standards in factories, mines, and mills. Job-related accidents and diseases struck down men, women, and children. Yet, because of their dependence on factory wages, and because unskilled laborers could easily be replaced, many workers were reluctant to make any demands on their employers.

In the workplace, job status and wages reflected the prejudices of United States society. In general, men earned more than women, adults more than children, native-born more than foreign-born, and whites more than people of color.

Although craft unions had existed for many years to protect the interests of skilled craftspeople, the first important national labor organization in this country, The Knights of Labor, founded in 1869, differed in that it welcomed all workers—skilled and unskilled, male and female, Black and white, immigrant and native-born. In the South, one-third to one-half of the Knights were African-Americans.

However, in competition with the American Federation of Labor (AFL), formed in 1886, and after a number of unsuccessful strikes, the Knights of Labor declined. The AFL, led by English-born Samuel Gompers, did not welcome all workers to its ranks. Gompers and the AFL were in the forefront of the campaign in the 1880s to exclude Chinese workers not only from the labor movement but from entrance into the country. Moreover, as a loose federation of craft unions, the AFL serviced skilled workers only, thereby excluding many immigrants, women and African-Americans.

Although often excluded from unions at the beginning of the industrial period, women such as "Mother" Mary Jones were actively involved in fighting for the rights of working people, especially children. Her style was more confrontational than that of Gompers, but Mother Jones also attempted to bring the plight of the unprotected worker to the attention of the nation.

MAJOR IDEAS

- Increased competition for jobs made workers' lives more difficult.
- Those in POWER usually resist attempts to CHANGE the power structure.
- The AFL did not control the membership practices of its affiliate unions. Many of these unions were unfairly discriminatory.

CONCEPTS

- Change
- Human Rights
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss the early responses of labor to industrialization.
- Identify the ways early labor unions represented the interests of women, children, African-Americans, and Asians.
- Evaluate the responsiveness of early labor unions to the needs of all the nation's workers.

DEVELOPMENT

- Divide the class into cooperative learning groups of five students each. Assign each student one of the following worksheets:

  Worksheet 5A, "Women Workers Organize"

  Worksheet 5B, "African-Americans in Early Unions"

  Worksheet 5C, "Gompers on Unions and Strikes"

  Worksheet 5D, "Chinese Immigrants and the Unions"

  Worksheet 5E, "Mother Jones's Approach"

- Describe the following task, for which the members of each group will receive a group grade:

  — Each student reads and completes the exercise on the assigned worksheet.

  — The group will then meet as a whole and write an article for *The Multicultural Mosaic* describing attempts to improve conditions for all workers in the late nineteenth century. All students will sign the article to indicate their contribution.

- Have students demonstrate "individual accountability" for their learning. Call on a few individual students to explain an aspect of the material. Reward good answers with bonus points toward the next exam.

- After individuals are quizzed and articles are shared with the class, have students explain their answers to the following questions:

  — What attempts were made in the late nineteenth century to improve the conditions of workers?

  — Why did workers form unions?

  — Why did workers use the "strike" as a tactic to win improved conditions?

  — How did the methods employed by Mother Jones compare with methods advocated by Samuel Gompers?

  — As a worker in the early industrial era, which of these tactics would you have supported? Would you have joined a union? Gone on strike? Joined in a rally? Explain.

  — How welcomed were women, African-Americans, and Asians in the early labor unions? Explain.

  — Why do you think individuals from these groups were often excluded from unions like the AFL?

  — Are the lives of workers today different from the lives of workers in the late nineteenth century?

  — Should labor unions get the credit for improving working conditions in the United States? Why or why not?

FOLLOW-UP ACTIVITIES

- Have students write to various labor unions to request literature on their histories, then prepare reports, time lines, and posters.

- Students can design a survey and interview neighbors or family members about their membership in and feelings about unions.

- Have students research the lives of various union leaders, e.g., Samuel Gompers, Terrance Powderly, Mother Jones, Eugene V. Debs, A. Philip Randolph, Albert Shanker, Sandra Feldman, Cesar Chavez.

- Students can debate the issue of whether workers in the public sector, such as teachers, police, and fire fighters, should be permitted to strike.

BEST COPY AVAILABLE

Women Workers Organize

Below, a capmaker tells how she and other immigrant women responded to their working conditions in 1905. After reading the passage, answer the questions that follow.

After I had been working as a capmaker for three years it began to dawn on me that we needed an organization. The men had organized already, and had gained some advantages, but the bosses had lost nothing, as they took it out of us.

We were helpless; no one dared to stand up for anything alone. Matters kept getting worse. The bosses kept making reductions in our pay, half a cent a dozen caps at a time. It did not sound important, but at the end of the week we found a difference.

One of us would say that she didn't think she could make caps for the new price, but another would say that she thought she could make up for the reduction by working a little harder, and then the first would tell herself: "If she can do it, why can't I?"

They didn't think how they were wasting their strength....

We joined the cloth hatmakers and capmakers union and then went on strike. The result was a victory, which netted us $2 increase in our wages on the average....

But all was not lovely by any means, for the bosses were not at all pleased and had determined to fight us again.

They agreed among themselves that after the 26th of December, 1904, they would run their shops on the "open" system—non-union as well as union members would be employed.

Of course we knew that this meant an attack on the union. The bosses intended gradually to get rid of us, employing in our place child labor and raw immigrants who would work for next to nothing....

When the bosses' notice declaring an open shop appeared, we went on strike. We were out for thirteen weeks and established our reputation. They were on picket duty from seven o'clock in the morning till six o'clock in the evening, and gained over many of the non-union workers by appeals to them to quit working against us....

We were greatly helped by the men's unions, because the open shop issue was a tremendous one, and this was the second fight which the bosses had conducted for it.

1. How did the capmaker and her co-workers try to improve their working conditions?

_____

_____

2. What problems did they face?

_____

_____

Adapted from Larry Cuban and Philip Roden, *Promise of America: Breaking and Building*, Scott Foresman, 1975, pp. 142-143.

African-Americans in Early Unions

The statements below suggest some differences in the ways African-Americans experienced the early labor union movement. After reading them, answer the questions that follow.

An African-American Worker on the Knights of Labor, 1886

I had a letter sent me from Georgia by a colored man asking if colored men would be recognized in the Knights of Labor. My answer is yes. I myself belong to a local that is wholly composed of white men, with two exceptions, and I hold a very high position of trust in it. There is no office in the organization that I could not be elected to.

I will say to my people, help the cause of labor. I would furthermore say to colored men, organize. I also appeal to you to support the Knights of Labor. Let us put our shoulders to the wheel as men and victory is ours.

A Student Investigating Conditions of Black Artisans in Atlanta, Georgia

Of the whole number questioned, all had worked at some time or did work sometimes with whites in the same work. The painters said that the white painters were not very friendly disposed toward them, and did not allow them to join their union under any circumstances. The plumbers were under somewhat the same ban....

The most interesting bit of information in regard to color discrimination was obtained from a colored fireman on the Southern Railway. He said the Company refused to sign a contract and wage scale with his union but did sign one with the white union. Moreover, he said:

> If I take a train from here to Greenville, South Carolina, I get for that trip $2.60, the white engineer gets $6.00. But if that same train had the same engineer and a *white* fireman, the engineer would get his $6.00 just the same, but the fireman would get $3.25. He gets 65 cents more for doing the same work I do....

1. How did African-American workers try to improve their working conditions?

_____

_____

2. What problems did they face?

_____

_____

From *The Negro Artisan*, W.E.B. DuBois, ed. (Atlanta, 1902), p. 115.

Gompers on Unions and Strikes

Samuel Gompers, a Jewish immigrant to the United States from England, was the leader of the American Federation of Labor. He wrote the following letter in 1894 to a federal judge who had issued an injunction (court order) to stop a workers' strike against the Pullman Company. After reading the letter, answer the questions that follow.

> **WHAT SHALL** the workers do? Sit idly by and see themselves be used for the benefit of the few? No. The laborers must learn to think and act, and soon, too, that only by the power of organization, and common action, can their rights to life and liberty be secured.
>
> Inquire from the thousands of women and children whose husbands or fathers were suffocated or crushed in the mines through the greed of stockholders. Go to the mills, factories, through the country. Visit the modern tenement houses or hovels in which thousands of workers are compelled to live. Ask employers whether the laborer is not regarded the same as a machine, thrown out as soon as all the work possible has been squeezed out of him.
>
> Are you aware that all the laws ever passed for the ventilation or safety of mines, factory, or workshop is the result of the efforts of organized labor? Do you know that the trade unions were the shield for the seven-year-old children from being the employers' trophy until they become somewhat older?

1. How did Gompers and his American Federation of Labor try to improve conditions for workers?

   _____

   _____

2. What problems did they face?

   _____

   _____

The Chinese Immigrants and the Unions

In the late 1800s, Chinese immigrants to the United States were often accused of keeping down the wages and living standards of American working men. Chinese men were able to work for less than the American laborer because their families were in China, and the money they sent home was worth a lot more in China than the United States. In the excerpt below, a Chinese miner in Wyoming describes what happened when the Chinese refused to join a strike.

> Up to the time of the recent troubles, we had worked along with the white men and had not had the least ill feeling against them. The officers of the companies employing us treated us and the white man kindly, placing both races on the same footing and paying the same wages.
>
> Several times, we had been approached by the white men and been requested to join them in asking the companies for an increase in the wages of all—both Chinese and white men. We inquired of them what we should do if the companies refused to grant an increase. They answered that if the companies would not increase our wages, we should all strike. Then the companies would be obliged to increase our wages. To this we disagreed, and thus we excited their anger against us.
>
> During the past two years, there has been in existence an organization composed of white miners, whose object was to bring about the forcing out of all Chinese from the territory. To them or to their object we have paid no attention. About the month of August of this year, notices were posted up demanding the expulsion of the Chinese....[1]

The American Federation of Labor gave the following testimony before Congress:

> The Chinese, if permitted freely to enter this country, would create race antagonisms which would result in great public disturbance. The Caucasians will not tolerate the Mongolian. As ultimately all government is based on physical force, the white population of this country would not, without resistance, suffer itself to be destroyed.[2]

1. How did the Chinese immigrants respond to working conditions in the United States?

_____

_____

2. What problems did they face?

_____

_____

[1] From John Patrick and Carol Berkin, *History of the American Nation*. Reproduced with permission of Macmillan/McGraw-Hill School Publishing Co. © 1986.

[2] American Federation of Labor, "Some Reasons for Chinese Exclusion, Meat vs. Rice: American Manhood against Asiatic Coolieism." *Senate Documents*, 57th Congress, 1st Session, XIII, 29-30.

Mother Jones's Approach

"Mother" Mary Harris Jones, an Irish immigrant, was a full-time union organizer who worked all over the country, for all kinds of workers, but, perhaps because all four of her children died in a yellow fever epidemic, she fought loudest and hardest against child labor. Read the passage below, then answer the questions that follow.

In the spring of 1903 I went to Kensington, Pennsylvania, where seventy-five thousand textile workers were on strike. Of this number at least ten thousand were little children. The workers were striking for more pay and shorter hours. Every day little children came into Union Headquarters, some with their hands off, some with the thumb missing, some with their fingers off at the knuckle. They were stooped little things, round shouldered and skinny. Many of them were not over ten years of age, although the state law prohibited their working before they were twelve.

The law was poorly enforced and the mothers of these children often swore falsely as to their children's age. In a single block in Kensington, fourteen women, mothers of twenty-two children all under twelve, explained it was a question of starvation or lying and that the fathers had been killed at the mines.

I asked the newspaper men why they didn't publish the facts about child labor in Pennsylvania. They said they couldn't because the mill owners had stock in the papers.

"Well, I've got stock in these little children," said I, "and I'll arrange a little publicity."

We assembled a number of boys and girls one morning in Independence Park and from there we arranged to parade with banners to the court house where we would hold a meeting.

A great crowd gathered in the public square in front of the city hall. I put the little boys with their fingers off and hands crushed and maimed on a platform. I held up their mutilated hands and showed them to the crowd and made the statement that Philadelphia's mansions were built on the broken bones, the quivering hearts, and the drooping heads of these children.

I held the little ones of the mills high up above the heads of the crowd and pointed to their puny arms and legs and hollow chests. They were light to lift.

The reporters quoted my statement that Philadelphia mansions were built on the broken bones and quivering hearts of children. That was what I wanted. Public attention on the subject of child labor.

1. How did Mother Jones try to improve conditions for workers?

_____

_____

2. What problems did she face?

_____

_____

Adapted from "The March of the Mill Children" in the *Autobiography of Mother Jones* (Chicago: Charles H. Kerr & Co., 1925). In *Growing Up Female in America: Ten Lives* (Boston: Beacon Press, 1987). Copyright © 1971 by Eve Merriam. Used by permission of Marian Reiner.

Learning Activity 6

Should the federal government have played a greater role in regulating the industrialization of the United States?

THEME

Struggle for Equality

BACKGROUND

During the second half of the nineteenth century, the federal government played both a direct and indirect role in the nation's industrialization. Generally, the government's role reflected a laissez-faire philosophy; industry was left alone to develop without guidelines or regulations. Exceptions to this "hands-off" policy primarily took the form of grants and subsidies to entrepreneurs, such as the grants of land in the public domain to railroad owners.

Another form of direct intervention was the maintenance of tariffs, such as the McKinley Tariff Bill of 1890, to protect domestic industries against foreign competitors. As a result, consumers in the United States paid higher prices for manufactured products, thus increasing the profits of the protected manufacturers.

The abuses of railroads, particularly in cities where there was no competition, prompted state laws and regulations. But at the federal level the 1886 Supreme Court held that only Congress could regulate interstate commerce. Although the 1887 Interstate Commerce Act attempted to regulate the railroads, the Supreme Court continued to decide cases in favor of the railroad owners.

Similarly, the enactment of the Sherman Antitrust Act of 1890 to protect consumers against the price-fixing of monopolies was not effective since it was difficult to enforce.

Although the Sherman Antitrust Act was supposed to regulate big business, it was that law that was applied against workers during the Pullman strike of 1894, when the federal government sent in troops to break a strike which, it argued in *U.S. v. Debs et al.*, was a "conspiracy" in restraint of trade.

MAJOR IDEAS

- The new industrialization brought a mixture of economic freedom and governmental regulation.
- Those in POWER usually resist attempts to CHANGE the power structure.

CONCEPTS

- Power
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain how in the late nineteenth century the government's role in the economy generally reflected a laissez-faire philosophy.
- Discuss the attitude of the federal government toward labor unions, using the Pullman strike as an example.
- Evaluate the role played by the federal government in the industrialization of the United States.

DEVELOPMENT

- Distribute Worksheet 6, "The Government's Role." Have students read the selections.
- Have one student take the role of George Pullman. The rest of the class can assume the roles of members of Congress investigating the Pullman strike after the events described occurred. Have "members of Congress" address questions to "Mr. Pullman." Have the student playing the role of Pullman respond as she or he thinks Pullman would have.
- Finally, have students explain their answers to the following questions:
  - What role did the federal government play in the industrialization of the United States?

- How did the formation of monopolies or trusts by big railroad, oil, and steel companies affect consumers in the United States? Workers in the United States?
- How did the federal government respond to the abuses of "big business" during this period?
- Why do you suppose the government generally adopted a "hands-off" policy with regard to big business?
- How did the government begin in the 1880s to regulate some of the abuses of business?
- How effective was the Sherman Anti-trust Act of 1890?
- How effective was the Interstate Commerce Act of 1887?
- Why did workers strike in 1894 at the Pullman Palace Car Factory?
- How did the federal government respond to the Pullman Workers' strike?
- Why did the federal government seek an injunction to end the strike and send in troops?
- Was the government justified in sending in troops to enforce the injunction against the Pullman strike? Why or why not?
- Did the federal government in the late nineteenth century do enough to protect consumers and workers in the United States from the abuses of "big business"? Why or why not?
- Should the federal government have played a greater role in promoting and managing the industrialization of the United States? Why or why not?

• Have students use the space provided on the worksheet to write editorials supporting or opposing the federal government's response to the Pullman strike.

The Government's Role

The Journal

Culver Pictures Inc.

Timeline of Government's Role in Industrialization

1870s,'80s - As railroad, oil, steel businesses form trusts (monopolies) to limit competition and keep prices high, government adopts general hands-off policy.

1886 - Supreme Court holds that states cannot pass laws regulating railroads. Only Congress can regulate interstate commerce.

1887 - Congress passes Interstate Commerce Act, but Supreme Court continues to decide cases in favor of railroad owners.

1890 - Sherman Antitrust Act passed to protect consumers against price-fixing by trusts. President fails to enforce law.

2,000 FEDERAL TROOPS BREAK RAILWAY UNION STRIKE!

Chicago, 1894: Violence broke out today when President Grover Cleveland sent 2,000 troops to Chicago to enforce a court order, or injunction, requiring Pullman Company workers to end their strike. Eugene V. Debs, leader of the American Railway Union, has been arrested. Under the protection of federal troops, the strike has been broken and train service restored.

The Pullman strike came about when the Pullman Palace Car Company in Illinois, a company that manufactures railroad cars, cut wages by an average of 25% in one year when business slowed down. Company investors, however, continued to receive the same as before on their investments. Moreover, George Pullman, the owner, refused to lower the rent he charged workers who lived in his company-owned houses. When several workers went to see Pullman about this, Pullman fired them. Angry workers went on strike and were soon joined by the American Railway Union.

In becoming involved, the United States government argued in court that trains carry the mails and that the striking union was a "conspiracy in restraint of trade."

EXERCISE

Use the space below to write an editorial supporting or opposing the federal government's response to the Pullman strike.

The Journal

Learning Activity 7

How effectively did farmers in the United States respond to problems caused by industrialization?

THEME

Struggle for Equality

BACKGROUND

Although industrialization was affecting the cities of the United States, it was also changing American agriculture. Inventions such as mechanical reapers, binders, and threshers were spreading across the land, making it possible for farmers to plant and harvest many more acres. New machines, however, were expensive. It only paid to use them on large farms. To take advantage of the new technology and the opportunity to gain greater profits, farmers bought more land and specialized in a single crop, which they sold for cash. These new agricultural practices gave rise to large-scale commercial agriculture. In California and parts of the Southwest, requirements for cheap labor on these huge farms led to recruitment of immigrant workers from Mexico, Japan, and Korea.

In the late 1800s, however, the farmer faced several problems. Although the agricultural output of the United States soared, competition with Argentina, Australia, and Canada was fierce. As the quantity of food produced went up, farm prices went down.

Many farmers did not understand the complex reasons for their plight. They blamed the railroads, which set freight rates high in agricultural areas where there was no competition. Some farmers paid the railroads half what they received for their crops. Blame was also placed on the banks, which charged high interest rates to farmers, who in turn had to borrow to meet mortgage payments, buy new machinery, and pay workers. In addition, Wall Street's efforts to force up the value of the dollar automatically increased the value of the farmer's indebtedness.

Faced with these problems, farmers began to organize. In 1867, Oliver H. Kelley, a clerk in the United States Department of Agriculture, founded the Grange. Its purpose was to bring farmers together to find solutions to common problems. The Grange movement spread all over the country and achieved some success, e.g., state laws regulating railroad rates. Interest in the Grange declined, however, when a Supreme Court ruling (*Munn v. Illinois*) upholding the constitutionality of these state laws was overturned.

Farmers then began to focus their energies on the national level. In 1892, they created a new political party, the Populist Party. The platform of the party included nationalization of public transportation and communication, a graduated income tax, direct popular election of senators, and government coinage of silver to lower the value of the dollar.

The Populist Party was defeated in 1896 when its candidate and the candidate of the Democratic Party, William Jennings Bryan, lost to the Republican Party's candidate, William McKinley. However, Populist ideas did not disappear, and many, such as the graduated income tax and direct election of senators, eventually became law.

MAJOR IDEAS

- The patterns of agricultural and industrial development exhibited similar characteristics because they complemented and supported each other.
- Those in POWER usually resist attempts to CHANGE the power structure.
- CHANGES in United States agriculture affected both farm owners and immigrant farm laborers.

CONCEPTS

- Change
- Political System
- Power
- Technology

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss problems facing farmers in the United States during the era of industrialization.
- Explain the impact of changes in agriculture on immigrant farm laborers.
- Describe the response of farmers to their problems, e.g., Populism.
- Assess the viability of the solutions proposed by the Populists.

DEVELOPMENT

- Distribute Worksheet 7A, "Changes in Agriculture." Have students read and complete the exercise; then have them explain their answers to the following questions:
  - — What does this worksheet tell us about the changes that occurred in United States agriculture from 1870 to 1900?
  - — How does the advertisement help to explain the changes in farming shown in the table?
  - — To what degree was a "revolution" occurring in agriculture, just as it was in industry? Explain.
- Distribute Worksheet 7B, "Impact on Immigrants." Have students read, complete the exercise and explain their answers to the following questions:
  - — What was the impact of changes in United States agriculture on immigrants such as the Japanese?
  - — Why were large numbers of farm workers needed on the large commercial farms of California?
  - — Do you think that this ad was effective in enticing Japanese to work on the farms? Why or why not?
  - — As a Japanese in the late 1800s, how do you think you would have reacted to this advertisement? Explain.
- Distribute Worksheet 7C, "The Farmers' Problems." Have students read and complete the exercise; then have them explain their answers to the following questions:
  - — What do we learn from these songs about the problems of farmers in the United States in the late 1800s?
  - — What feelings of the farmers are expressed?
  - — Who is the "middleman" mentioned in the first stanza of "The Farmer Is the Man"?
  - — How do you explain the fact, expressed in "The Kansas Fool," that although agricultural output had increased substantially, farmers were still in debt?
  - — Why are the banks blamed for the problems of the farmer?
  - — How do you explain the fact that farmers also blamed the railroads for keeping their profits low?
  - — If you were a farmer in 1900, what steps would you take to try to solve your problems? Explain.
- Distribute Worksheet 7D, "The Farmers' Response." Have students work in pairs to complete the exercise; then have them explain their answers to the following questions:
  - — What does this worksheet tell us about the response of the farmers to the problems they faced?
  - — Why did farmers think it was necessary to form a national political party?
  - — How do you explain the farmers' support for the Populist Party's platform of 1892?
  - — Why did farmers support government ownership of railroads? Government-run savings banks? A graduated income tax? Direct election of senators? Free coinage of silver?
  - — As a farmer in 1892, would you have supported the Populists? Why or why not?

— Despite the farmers' support, the Populist Party's candidate failed to win the presidential election in 1892 and again in 1896. How do you explain that failure?

— Which planks of the Populist Party platform were eventually adopted by the federal government? Why do you think that these particular planks eventually became law?

— How much credit do the Populists deserve for moving the United States toward a more democratic system? Explain.

FOLLOW-UP ACTIVITIES

- Have students research and report on the adoption of the Sixteenth and Seventeenth amendments (e.g., federal graduated income tax and direct popular election of senators) during the Progressive Era.
- A biography of William Jennings Bryan, the presidential candidate of the Populists in 1896, makes for interesting reading. A student may want to deliver Bryan's "Cross of Gold" speech to the class.
- Have students design Populist campaign posters for the presidential election of 1892 or 1896.
- Recordings of Populist (farmers') folksongs may be borrowed from the public library and played for the class.
- Have students research and report on problems facing farmers in the United States today—particularly farmers in New York State.

Changes in Agriculture

Examine the advertisement below, which shows some of the improved farm machinery available in the late 1800s. Then study the figures in the table that follows.

Courtesy The Oakland Museum.

CHANGES IN U.S. FARMING • 1870-1900

YEAR	Land in Farms in acres	Number of Farms	Cotton Production total bales	Corn Production total bushels	Wheat Production total bushels
1870	408,000,000	2,660,000	4,352,000	1,124,775,000	254,428,000
1880	536,000,000	4,009,000	6,606,000	1,706,673,000	502,257,000
1890	623,000,000	4,565,000	8,653,000	1,650,446,000	449,042,000
1900	839,000,000	5,737,000	10,124,000	2,661,978,000	599,515,000

U.S. Department of Agriculture, U.S. Department of Commerce.

EXERCISE

Write one or two sentences explaining how the advertisement helps to explain the figures in the table.

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Impact on Immigrants

Because much of the newest agricultural machinery at the turn of the century was expensive, only large commercial farmers could afford to take advantage of it. This factor, as well as the demand for fresh produce in the growing cities, the completion of national railroad lines, and the invention of the refrigerator car, made farmers in California turn to growing fruits and vegetables on a large scale. These large farms needed cheap labor. Soon "immigrant companies" began to recruit workers. This notice appeared in the *Hawaiian-Japanese Chronicle*:

GREAT RECRUITING TO AMERICA. Through an arrangement made with Yasumaza, of San Francisco, we are able to recruit laborers to the mainland and offer them work. The laborers will be subjected to no delay in arriving in San Francisco, but can get work immediately through Yasumaza. Employment offered in picking strawberries and tomatoes, planting beets, mining and domestic service. Now is the time to go! Wages $1.50 a day.

EXERCISE

Pretend you are a Japanese, and use the space below to respond to the notice that appeared in the *Hawaiian-Japanese Chronicle*.

Dear Yasumaza,

In response to your advertisement for farm work in California, I _____

_____

_____

_____

_____

Yours truly,

_____

66

The Farmers' Problems

United States farmers of the nineteenth century often sang songs as a way to express their complaints. List the complaints expressed in the two songs that follow.

Complaints:

_____

_____

_____

_____

_____

_____

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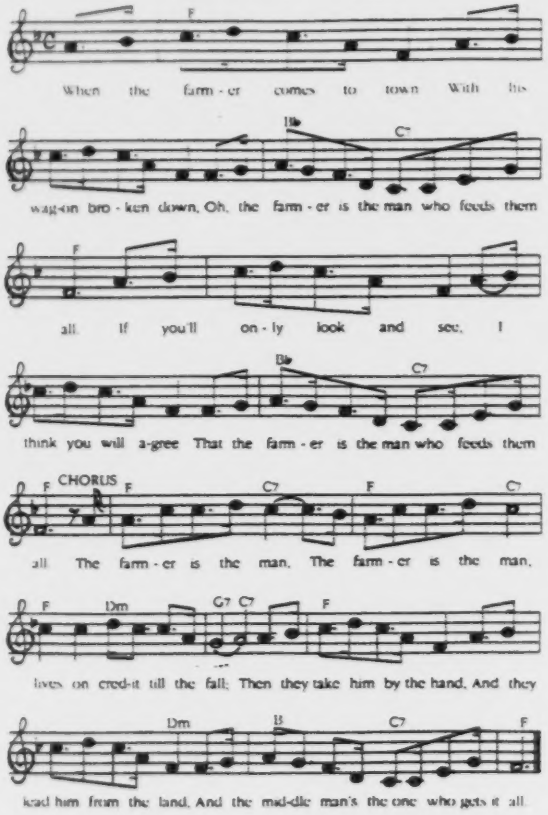
The Farmer is the Man


F
When the farm - er comes to town With his
B♭ C7
wag-on bro - ken down, Oh, the farm - er is the man who feeds them
F
all. If you'll on - ly look and see, I
B♭ C7
think you will a-gree That the farm - er is the man who feeds them
F CHORUS F C7 F C7
all. The farm - er is the man, The farm - er is the man,
F Dm G7 C7 F
lives on cred-it till the fall; Then they take him by the hand, And they
Dm B♭ C7 F
lead him from the land, And the mid-dle man's the one who gets it all.

2. When the lawyer hangs around
While the butcher cuts a pound,
Oh, the farmer is the man who
feeds them all.
And the preacher and the cook
Go a-strolling by the brook,
Oh, the farmer is the man who
feeds them all.

Chorus:
The farmer is the man,
The farmer is the man,
Lives on credit till the fall,
With the interest rate so high,
It's a wonder he don't die;
For the mortgage man's the one
who gets it all.

3. When the banker says he's broke
And the merchant's up in smoke,
They forget that it's the farmer
feeds them all.
It would put them to the test
If the farmer took a rest,
Then they'd know that it's the farmer
feeds them all.

Chorus:
Oh, The farmer is the man,
The farmer is the man,
Lives on credit till the fall;
And his pants are wearing thin,
His condition it's a sin,
He's forgot that he's the man who
feeds them all.

"The Farmer Is the Man" from *American Favorite Ballads: Tunes and Songs, Sung by Pete Seeger*, Irwin Silber and Ethel Raim, eds. Copyright 1961 Oak Productions, a division of Music Sales Corporation. International Copyright secured. All rights reserved.

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The Kansas Fool

We have the land to raise the wheat,
And everything that's good to eat;
And when we had no bonds or debt,
We were a jolly, happy set.

Chorus:
Oh Kansas fools! Poor Kansas fools!
The banker makes of you a tool;
I look across the fertile plain,
Big crops—made so by gentle rain;
But twelve-cent corn gives me alarm,
And makes me want to sell my farm.

With abundant crops raised everywhere,
'Tis a mystery, I do declare,
Why farmers all should fume and fret,
And why we are so deep in debt.

Chorus: Oh, Kansas fools! etc.

At first we made some money here,
With drought and grasshoppers each year;
And now the interest that we pay
Soon takes our money away.

Chorus: Oh, Kansas fools! etc.

The bankers followed us out West,
And did in mortgages invest;
They looked ahead and shrewdly planned,
And soon they'll have our Kansas land.

Chorus: Oh, Kansas fools! etc.

We have the land to raise the wheat,
And everything that's good to eat
And when we had no bonds or debt,
We were a jolly, happy set.

Complaints

_____

_____

_____

_____

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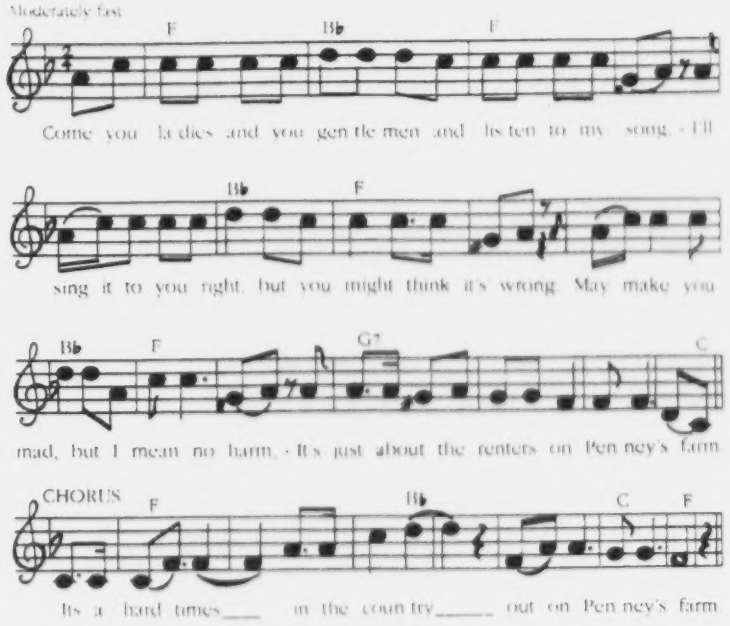
_____

_____

_____

Kansas State Historical Society, Kansas City, Kansas.

Complaints:

Hard Times in the Country

2. You move out on Penney's farm,
Plant a little crop of 'bacco, and a little crop of corn,
Come around to see you, gonna plit and plot
Till you get yourself a mortgage on everything you've got. *(Chorus)*

3. Haven't old George Penney got a flatterin' mouth?
Move you to the country in a little log house.
Got no windows but the cracks in the wall,
He will work you summer and he'll rob you in the fall. *(Chorus)*

4. George Penney's renters, they'll come into town,
With their hands in their pockets and their head a-hangin' down,
Go in the store and the merchant would say,
"Your mortgage is due and I'm lookin' for my pay." *(Chorus)*

5. Down in his pocket with a trembelin' hand,
"Can't pay you all but I'll pay you what I can."
Then to the telephone the merchant made a call,
They'll put you on the chain gang, an' you don't pay at all. *(Chorus)*

Adaption of "Hard Times in the Country" collected , adapted and arranged by John A. Lomax and Alan Lomax. TRO-© Copyright 1941 (renewed) Ludlow Music, Inc., New York, NY.

The Farmers' Response

In 1892, farmers, reformers, and labor leaders formed a national political party called the People's Party, or Populist Party. They chose General James Weaver of Iowa, a Civil War veteran, to run for president. Read below their party platform, or goals. Next to each demand, explain why farmers in 1892 would support it.

The Populist Party Platform of 1892	Reasons for Farmers' Support
We demand: • Government ownership of railroads, telegraphs, and telephones, which would be run "in the interests of the people."	
• A secret ballot in voting.	
• A shorter workday for those laboring in factories and mines.	
• Government-run savings banks where people could safely deposit money without using the hated privately owned banks.	
• A graduated income tax. Those with large incomes would pay a greater percentage of their earnings than those with small incomes.	
• Direct election of senators by the voters instead of by the state legislatures.	
• Initiative and referendum. The initiative would allow the people themselves to propose a law by signing a petition. The referendum would allow the people to vote directly on a proposed law. Their vote would be final.	
• Free coinage of silver. If the government allows more money to circulate, the value of the dollar will go down and will lower the value of the money farmers owed.	

Learning Activity 8

In what ways were conditions in the United States and abroad responsible for large-scale immigration to the United States between 1890 and 1924?

THEME

Movements of People

BACKGROUND

The growth in agriculture, railroads, and industry in the United States required millions of people—both as workers and consumers. Motivated in part by the economic opportunities offered by industrialization in the United States, and in part by a need to escape poverty and oppression in their native lands, 25 million immigrants entered the United States between 1865 and 1914. Most were from Europe, but some came from Asia and from other countries in the Americas.

Initially, most immigrants came from northern and western Europe, as had earlier immigrants to the United States. Beginning in the 1880s, however, large numbers began to arrive from eastern and southern Europe. These included people from Russia, Poland, Austria-Hungary, Italy, Greece, and Romania. Immigration from this part of Europe came to be called the "new immigration," and the name given to immigration from the countries in northern and western Europe was the "old immigration." By the 1890s the number of new immigrants entering the United States each year passed the number of old immigrants. In 1907, the peak year of immigration, 80 percent of all of the 1.2 million people who had left their countries to enter the United States were new immigrants.

The infusion of these peoples into the United States, who brought with them their languages, religions, and ways of life, would in time transform the nation's population and culture.

MAJOR IDEA

- Many people perceived major differences between the "old" and "new" immigrants, but the similarities outweighed the differences.

CONCEPTS

- Change
- Culture
- Diversity

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast patterns of immigration to the United States in 1850 and 1910.
- Assess conditions in the United States and abroad to determine how each influenced immigration patterns.
- Interpret Emma Lazarus's poem, "The New Colossus," and a poem written by an Asian immigrant at Angel Island.

DEVELOPMENT

- Distribute Worksheet 8A, "Factors Affecting Immigration." If necessary, guide students in interpreting the graph. Have them complete the exercise; then have them explain their answers to the following questions:
  - — What does this graph tell us about immigration to the United States (1820-1924)?
  - — Who came to the United States during the first major wave of immigration (1840 to 1890)?
  - — Who came to the United States during the second wave of immigration (1890 to the early 1920s)?

— Based on information in the graph, which events made people want to leave their own countries? Why?

— Based on information in the graph, what conditions in the United States attracted immigrants?

— Why did industrial expansion in the United States lure immigrants to this country? Why did depressions in the United States reduce the number of immigrants?

— Do you think it has been the pull of the United States or the push of conditions in foreign nations that contributed most to United States immigration?

- Distribute Worksheet 8B, "The New Colossus." Tell students that the Statue of Liberty became a symbol of freedom and promise for many immigrants to the United States, and that the inscription on its base is taken from the last four lines of this famous poem by Emma Lazarus. Read the poem aloud and explain the vocabulary: pomp (rich ceremony); brazen (made of brass). Have students provide their own title for the poem; then have them explain their answers to the following questions:

  — What does this poem suggest about why immigrants left their native lands and came to the United States?

  — Do you recall the picture of the Colossus of Rhodes? How do the opening lines of the poem describe the old Colossus?

  — Emma Lazarus called her poem "The New Colossus." In the first stanza, how does she contrast the Old Colossus with the statue?

  — Why are the gates of our country "sunset gates"?

  — What is meant by "From her beacon-hand/glows world-wide welcome"?

  — What qualities are suggested by the words "mighty woman," "Mother of Exiles," and "mild eyes"?

  — Which do you think is the most powerful image in the first stanza? Why?

  — What is meant by "Keep, ancient lands, your storied pomp"?

  — Which words in the last four lines most strongly convey the state of the immigrants?

  — Why do you think the last four lines were placed on the Statue of Liberty?

  — If you were an immigrant arriving in the United States at the turn of the century, how would you have felt upon reading the inscription on the base of the statue? Explain.

- Distribute Worksheet 8C, "Angel Island Poem." Have students complete the exercise; then have them explain their answers to the following questions:

  — What does this poem suggest about the actual experience of immigrating to the United States?

  — How does the poet describe his voyage to the United States?

  — How does he describe his detention on Angel Island?

  — What feelings are suggested by the words "I look up and see Oakland so close by"?

  — How did the real experiences of many immigrants to the United States compare with the ideal America expressed in the Lazarus poem?

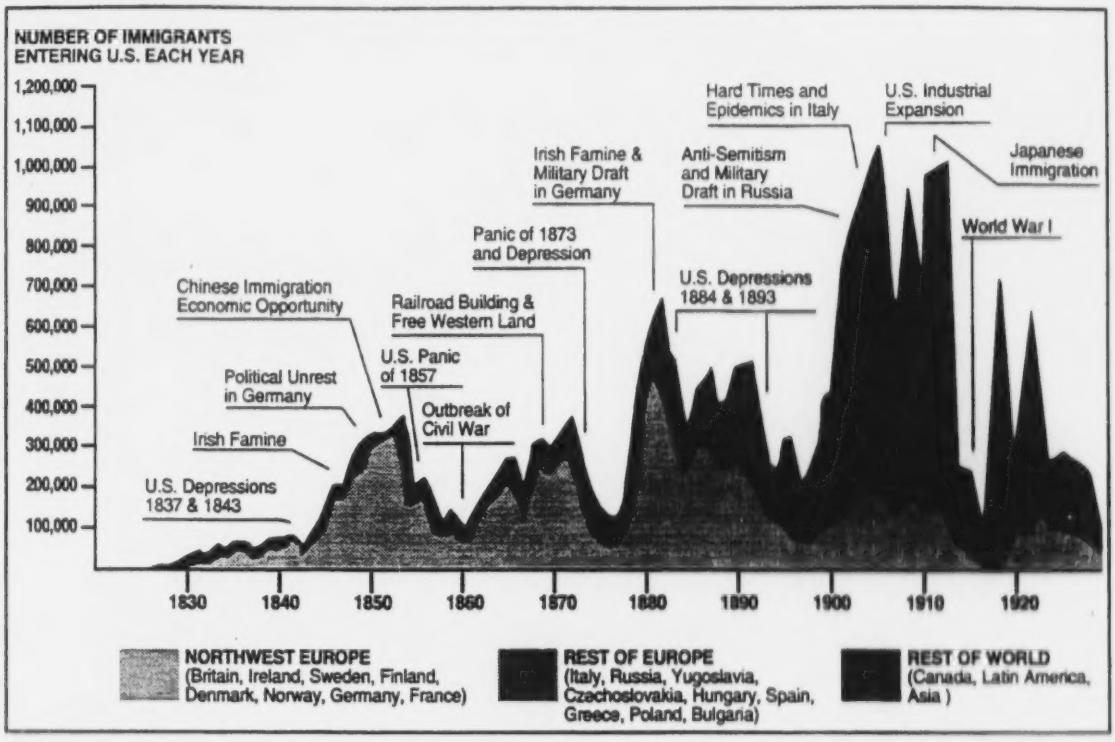
FOLLOW-UP ACTIVITIES

- Have students survey immigrant family members and friends to ascertain reasons for their coming to the United States; students can then compare these with the reasons why earlier immigrants came.

- Plan a visit to the Statue of Liberty/Ellis Island, where most of the "new" immigrants entered the United States and where the story of their migration is told through film, photos, and the objects they brought.

Factors Affecting Immigration

Study the graph and answer the questions that follow.



EXERCISE

- In 1850, from which part of the world did most immigrants come?

  _____

- In 1910, from which part of the world did most immigrants come?

  _____

- How many immigrants entered the United States in the year 1905?

  _____

- What kinds of events are indicated at the lowest points on the graph?

  _____

- What kinds of events are indicated at the highest points on the graph?

  _____

Adapted from *In Search of America*, Martin W. Sandler. © Copyright 1975 by Ginn and Company. Used by permission of Silver Burdett & Ginn Inc.

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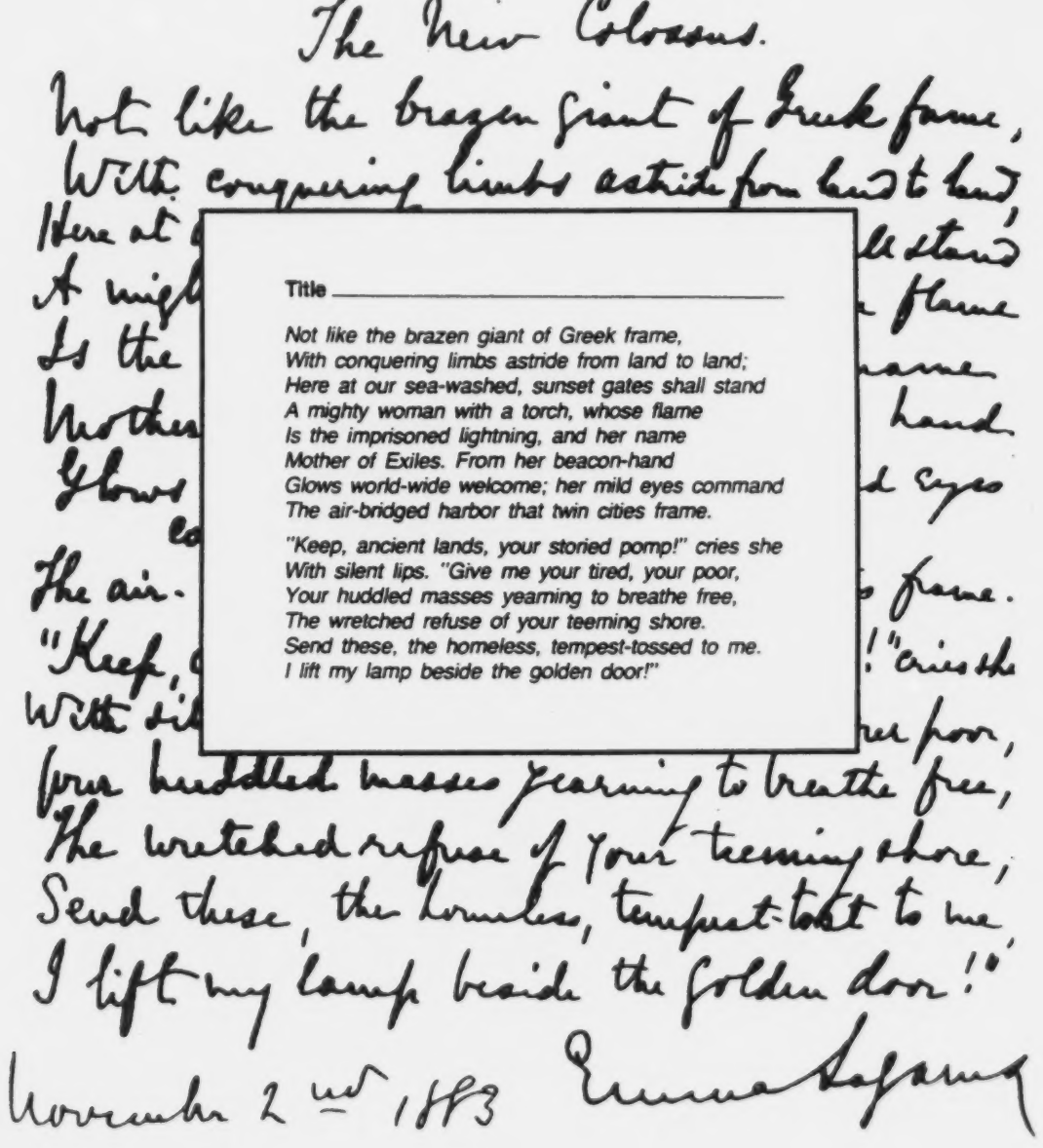
The New Colossus

Emma Lazarus, born into a Jewish family in New York City, wrote the poem below in 1883. It wasn't until 1903 that the last five lines of the poem were placed on the base of the Statue of Liberty. Emma Lazarus titled this poem, "The New Colossus." Make up your own title and place it in the spot provided.



The New Colossus.

Not like the brazen giant of Greek fame,
With conquering limbs astride from land to land;
Here at
A migh
Is the
Mother
Glows
The air.
"Keep,
With si
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore,
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

November 2nd 1883 Emma Lazarus

Title _____

Not like the brazen giant of Greek frame,
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.

"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me.
I lift my lamp beside the golden door!"

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Angel Island Poem

Immigrants to the United States entered and were processed on the East Coast at Ellis Island, and on the West Coast at Angel Island. Both stations served also as detention centers for immigrants awaiting admission and for those who were awaiting deportation. At Angel Island some of the Chinese and Japanese detainees wrote poems on the wooden barracks walls, recording their feelings about their voyage, their longing for home and their forced stay on the island. In the poem below, the "Flowery Flag" is a Cantonese term for the United States, referring to its colorful flag.

I used to admire the land of the Flowery Flag as a country of abundance.
I immediately raised money and started my journey.
For over a month, I have experienced enough winds and waves.
Now on an extended sojourn in jail, I am subject to the ordeals of prison life.
I look up and see Oakland so close by.
I wish to go back to my motherland to carry the farmer's hoe.
Discontent fills my belly and it is difficult for me to sleep.
I just write these few lines to express what is on my mind.

From *The American Reader: Words That Moved a Nation*, Diane Ravitch, ed. (New York: Harper & Row, 1990), p. 253.

EXERCISE

Use the chart below to compare and contrast the ideal of the United States, as expressed in the poem written by Emma Lazarus (Worksheet 8B), with the immigrant's experience expressed in the poem written at Angel Island.

The American Immigrant Experience	
Ideal Expressed in Lazarus Poem	Experience Expressed in Angel Island Poem

Learning Activity 9

Did the United States live up to the dreams of the "new immigrants" (1890-1920)?

THEMES

Culture; Diversity; Movements of People; Struggle for Equality

BACKGROUND

Many immigrants who came to the United States during the second major wave of immigration after 1890 arrived believing a saying popular in Europe at the time: "The streets are paved with gold." The immigrants quickly learned that the reality was quite different.

The "new immigrants" were mostly unskilled workers. Fewer than one in ten had a trade or work skill. Fewer still could speak English. Add to this the discrimination that they faced and it is not hard to understand why immigrants from southern and eastern Europe filled the bottom ranks of heavy industry. In the Carnegie steel mills in Pittsburgh, for example, more than 11,000 of the 14,000 workers in 1907 were from eastern Europe. Irish, Chinese, Mexican, and Italian immigrants dug tunnels and laid track for the railroad. Immigrant women did domestic work and held low-paying jobs in canneries and clothing factories.

While immigrants faced horrid working conditions and poor living conditions, most found themselves better off in the United States than they had been in the old country. In time, many were able to improve their economic positions. As new waves of immigrants arrived and took the poorest paying jobs, the earlier immigrants were able to move up the economic ladder.

As they struggled to advance, however, immigrants of the late nineteenth and early twentieth centuries had to face unprecedented hostility from Americans who had come to the United States during earlier waves of immigration. By the late 1800s, land was more expensive and harder to get. In the big cities, immigrants gathered in communities where they spoke their native languages. Many already-established Americans believed that the newcomers could never be Americanized. These Americans either forgot or ignored that fact that they themselves had come from immigrant stock. Furthermore, workers felt that they would lose their jobs because newly arrived immigrants were willing to work for less money.

MAJOR IDEAS

- International migrations often resulted in CULTURAL diffusion and/or conflict among ethnic groups.
- The experience of immigrants varied with the region of the country in which they settled.
- Immigrants tended to settle in ethnic communities.

CONCEPTS

- Change
- Diversity
- Identity

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the experience of new immigrants to the United States between 1890 and 1924.
- Explain the anti-foreign reaction of many United States citizens to the new immigrants.
- Assess the degree to which the United States lived up to the dreams of the new immigrants.

DEVELOPMENT

- Distribute Worksheet 9A, "The Welcome Withdrawn." Have students examine both cartoons, complete the exercise and explain their answers to the following questions:
  - — Based on your examination of the cartoons, how did attitudes toward immigrants change between 1880 and 1893?

— What do you think caused this change of attitude? (Have students offer several hypotheses.)

- Engage students in a cooperative learning activity. Divide the class into groups of four students each. Distribute Worksheet 9B, "New Immigrant Experiences." Assign to each student in the group one of the selections on the worksheet. Instruct each student to read his or her assigned selection and follow the related directions on the worksheet. Have each student in the group "teach" the others what has been learned about the experiences of the assigned immigrant group.
- Distribute one copy of Worksheet 9C, "Comparing Immigrant Experiences," to each group. Have group members work together to complete the chart. All members of each group should sign the chart in the space provided to signify their contribution to the activity, and the charts should be collected and the students in each group given a collective grade.
- Invite groups to role-play a conversation among the four immigrants to the United States, sparked by an "inquiring reporter's" question: "What has been your experience as a new immigrant to the United States?" Then have students explain their answers to the following questions:
  - — What do these accounts of "new immigrants" at the turn of the century tell us about their experiences in the United States?
  - — How do the experiences of these four immigrants compare? What similarities can you see? What differences?
  - — How do you explain the differences in these immigrants' experiences?
  - — To what extent did the experiences of these immigrants live up to their expectations and dreams? Explain.
  - — Could the problems encountered by these immigrants have been avoided? Explain.

FOLLOW-UP ACTIVITIES

- Have students who are recent immigrants to the U.S. speak to the class about their experiences upon their arrival in this country. Alternatively, invite an immigrant to speak to the class about his or her experiences. Students should prepare some questions for the speaker beforehand.
- Have students design a bulletin board display showing the experiences of immigrants who represent the ethnicity of students in the class.
- Students can form a club or committee to welcome new immigrants to the school.
- Have students write a script for a scene in which immigrants from various groups meet (at a settlement house on the Lower East Side) and share experiences, then have them role-play the scene.

The Welcome Withdrawn

Study the cartoons below which show attitudes toward immigrants in 1880 and in 1893. Answer the questions that follow.

The New York Public Library Picture Collection.

- Who is the character meeting the immigrants to the United States in 1880?
- What does this character represent?
- What attitude does he show toward the immigrants?

The New York Public Library Picture Collection.

- Who are the men meeting the immigrant in 1893?
- What attitude do they show toward the immigrant?
- What do the figures standing behind the men symbolize?
- The figures in the background are drawn as ethnic stereotypes. What does this reveal about attitudes toward immigrants in the 1890s?

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"New Immigrant" Experiences

SELECTION 1

A Russian-Jewish immigrant, Michael Gold, describes his experiences in the early 1900s.

I can never forget the East Side street where I lived as a boy.

Excitement, dirt, fighting, chaos! The noise was always in my ears. Even in sleep I could hear it; I can hear it now.

Did God make bedbugs? One steaming hot night I couldn't sleep for the bedbugs. They crawl slowly, bloated with blood, and the touch and smell of these parasites wakens every nerve to disgust.

It wasn't a lack of cleanliness in our home. My mother was as clean as any German housewife; she slaved, she worked herself to the bone keeping us fresh and neat. What was the use; nothing could help it; it was Poverty, it was the Tenement.

When I woke in the morning, I was never greatly surprised to find in my bed a new family of immigrants in their foreign baggy underwear.

They looked pale and exhausted. They smelled of the disinfectant that they had been soaked in at Ellis Island, where the ships deposited the immigrants. The stink sickened me. "Why did I choose to come to America?" asked my father of himself gravely, as he twisted and untwisted his mustache in the darkness. "I will tell you why."

How full I was of all the stories that were told in my village about America! In America, we believed, people dug under the streets and found gold anywhere. In America, the poorest ragpicker lived better than a Roumanian millionaire. In America, people did little work, but had fun all day. "Soon, I came to understand it was not a land of fun. It was a Land of Hurry-Up. There was no gold to be dug in the streets here. So I worked! With my hands, my liver and sides! I worked! But I will show your mother how a man makes his fortune in America! I am certain to be rich! I will make a school teacher out of you, Esther! And you, Mikey, will be a doctor. It is a great thing to be a doctor. It is better to have wisdom than to have money. I will earn the money, Mikey, and make you a doctor!"

Adapted from *Jews Without Money*, Michael Gold. Reprinted by permission of Evelyn Singer Agency, Inc.

SELECTION 2

An Italian immigrant, Joseph Baccardo, tells of his experiences upon coming to the United States in the early 1900s.

My father was born in 1843, and when he got to be a young man, he had to go into the army. There was a war on then between Italy and Austria. After the war, he went back to Sicily and got married there, but there wasn't much work. So finally he decided to come over to the United States to try to better his condition. But he never had any luck. When he arrived here it was during Cleveland's last term, and there was a money panic and everything shut down in this country.

He suffered over here and we suffered over there, because he wasn't able to send us very much. We had to do the best we could.

Finally my father came back to bring us to this country. He brought a little money with him, and we all came back the cheapest way—steerage. At that time passage was very slow. It took a couple of weeks. My mother was sick most of the time. Finally we came to Ellis Island, and then to New York to visit some friends, and then out here to Pennsylvania, where a friend of my dad's was working. Dad had been boarding with him while he was here.

We rented two rooms in an old house and bought some furniture from a young couple who were moving out. They sold us a little stove and four chairs and a table and a few pots and pans and a bed for my mother and dad. First my brother and I slept on the floor, and then they bought a couple of little folding cots for us. We slept in the kitchen and mother and father in the other room. That's all we had for about ten years.

Pop was doing manual work; that's all he knew. He was working with a gang building the county road out to Chester, Pennsylvania. It was a gravel road then. He used to get up at 2:00 in the morning on Monday and walk to the job. That's about ten miles. That first summer I got a job there, too, as a waterboy. I carried water to the men working on the road. We stayed in a shanty during the week, and then Saturday night we walked back home. I was getting 40 cents a day for ten hours, and dad was getting $1.10 a day. We tried to live off my 40 cents, so that we could bring $6.00 back home. We lived as cheap as possible—beans, macaroni—and we'd cook it ourselves in the shanty.

When it was time for me to go to school, I didn't have anyone to take me over to introduce me to the sister. I had to go on my own. There was a Catholic schoolhouse, so I went over there and I mixed with the boys, and when they saw me—well! I had a little round cap, like Chico Marx wears. I don't know whether it was home made or bought. So they started to have some fun with me—took my hat and got me bawling—and I came home and that was the last of that school for me. I wouldn't go back anymore. Later on I went to the public school.

I already had an after-school job with a barber here in town, sweeping and carrying water and all that. So when I was fourteen and he asked me if I wanted to learn the business, I said, "I'll ask dad." And dad didn't care as long as I was making money. So that's how I got into the barber business.

I started at fifty cents a week, and I got up to six dollars after two or three years. In those days, you'd open the shop at seven in the morning, and nine at night was closing. And Saturday was eleven o'clock closing. You'd be there all the time.

When I was nineteen the boss died, and I opened up the place on my own the next week. The same shop I'm in now—just one chair—that was all there ever was. I did pretty well for myself.

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SELECTION 3

In 1903, a Chinese immigrant, Lee Chew, wrote the following account of his experience as an immigrant in the United States.

The Chinese laundryman does not learn his trade in China; there are no laundries in China. The women there do the washing in tubs and have no washboards or flatirons. All the Chinese laundrymen here were taught in the first place by American women just as I was taught.

When I first went to work for an American family I could not speak a word of English, and I did not know anything about housework....

I worked for two years as a servant, getting at the last $35 a month. I sent money home to my parents. At the end of two years, I had $410 and I was now ready to start in business.

When I first opened a laundry, it was in company with a partner, who had been in the business for some years. We went to a town about 500 miles inland, where a railroad was building. We got a board shanty and worked for the men employed by the railroads.

We had to put up with many insults and some frauds, as men would come in and claim parcels that did not belong to them, saying they had lost their tickets, and would fight if they did not get what they asked for. Sometimes we were taken before magistrates and fined for losing shirts that we had never seen. On the other hand, we were making money.

When the railroad construction gang moved on, we went with them. The men were rough and prejudiced against us, but not more so than in the big eastern cities. It is only lately in New York that the Chinese have been able to discontinue putting wire screens in front of their windows, and at the present time the street boys are still breaking the windows of Chinese laundries all over the city, while the police seem to think it a joke.

We were three years with the railroad, and then went to the mines, where we made plenty of money in gold dust, but had a hard time, for many of the miners were wild men who carried revolvers and after drinking would come into our place to shoot and steal shirts for which we had to pay. One of these men hit his head hard against a flatiron and all the miners came and broke up our laundry, chasing us out of town. They were going to hang us. We lost all our property and $365 in money.

Luckily most of our money was in the hands of Chinese bankers in San Francisco. I went East to Chicago, where I had a laundry for three years. After that I was four years in Detroit. I went home to China in 1897, but returned in 1898, and began a laundry business in Buffalo, New York.

Adapted from *The Immigrants: Patterns of Civilization*, The Institute for Contemporary Curriculum Development. (New York: Cambridge Book Company, 1972), pp. 23-24

SELECTION 4

A Mexican immigrant, Anastacio Torres, tells of his experiences in the early 1900s, but a folksong represents a different view.

I was about seventeen years old, in 1911, when I came to the United States with my brother-in-law. I had worked until then as a clerk in a small store in my home town and also knew something about farm work. My brother-in-law managed to get me across the border without much trouble. We crossed the border at Ciudad Juarez and when we got to El Paso, Texas, we signed ourselves up for work in Kansas.

Later I went to California where a brother of mine was. I worked for a long time in California. I was in the Imperial Valley, or Calipatria. I worked there first as a laborer with some Japanese. They showed me how to run all the agricultural tools.

About the end of 1918, I went to Ciudad Juarez for my sister and her children. My father also came with her. Then we went to Calipatria and the whole family engaged in cotton picking. They paid very well at that time. They paid us $1.75 or $2.00 for every 100 pounds of cotton we picked. Since each member of the family picked, we managed to make a good amount every day.

When the cotton crop of 1919 was finished we went to Los Angeles. I got a job as a laborer with a paper manufacturing company. They paid me $3.40 a day for eight hours work. I was at that work for some time and then returned to the Imperial Valley for lemon picking. They paid me $3.00 a day for eight hours work.

In 1921 a Japanese friend for whom I was working as a laborer told me to keep the farm, for he was going to go soon. The owner of the land, who was an American, furnished the land, the water and the seeds. We shared the other expenses evenly. Half of the crop was his and half mine. The first planting that I made was of 13 acres of lettuce. I also planted squash and tomatoes. We did very well on those for the crops turned out first-class.

Adapted from *The Mexican Immigrant: His Life Story*, Manuel Gamio. (Salem, New Hampshire: Arno Press, Inc., 1969), pp. 55-57.

El Rancho Donde Yo Nací

No me gusta bailar en salones
como al estilo de por aquí
a mi me gusta piso de tierra
como en el rancho donde yo nací.
No me gusta camisa de seda
como al estilo de por aquí
a mi me gustan las "yompas" azules
como en el rancho donde yo nací.
No me gusta coche ni automovil
como al estilo de por aquí
a mi me gusta carreta debueyes
como en el rancho donde yo nací.
No me gustan los calzones anchos
como al estilo de por aquí
a mi me gustan pegados al cuero
como en el rancho donde yo nací.

San Antonio, Tejas

The Farm Where I Was Born

I don't care to dance in the halls
That you have here;
What I want is an earth floor
Like on the farm where I was born.
I don't care for the silk shirts
That you have here;
What I want is a suit of blue jumpers
Like on the farm where I was born.
I don't care for your carriages or automobiles
That you have here;
What I want is a cart with oxen
Like on the farm where I was born.
I don't like the wide trousers
That you have here;
I like them close to the skin
Like on the farm where I was born.

San Antonio, Texas

Adapted from *Mexican Migration to the USA*, Manuel Gamio. © 1930. Reprinted by permission of The University of Chicago Press.

Comparing Immigrant Experiences

Use the chart below to compare and contrast the experiences of the four immigrants (Jewish, Italian, Chinese, and Mexican) whose stories you have read. Fill in as much information as you can.

Aspects of Immigrant Experience	Jewish	Italian	Chinese	Mexican
Expectations upon arriving in the United States				
Living conditions where settled				
Work and working conditions				
Attitudes/reactions of other Americans to the new immigrants				
Adjustment of immigrants to life in the United States				

We hereby certify that the following group members have contributed to the completion of the above chart.

Signatures: _____ _____

_____ _____

Learning Activity 10

Why was the Chinese Exclusion Act passed in 1882?

THEMES

Struggle for Equality; Movements of People

BACKGROUND

In 1882, for the first time in the nation's history, a federal law was passed barring the immigration of a specific group of people. The entry of Chinese laborers was banned for ten years, at which time the ban was extended and in 1902 made "permanent." These laws were not repealed until 1943, when China had become a wartime ally.

Chinese workers had been accepted in the 1850s, 1860s, and 1870s when the growing population of California wanted more vegetables and fruit, which the Chinese picked; more restaurants and laundries, which they established; more roads, railways, buildings, and transit systems, which they built. But the railroad also brought cheap goods from eastern factories. To compete, California manufacturers slashed costs by lowering wages.

The Chinese were forced to accept lower wages than the whites did. As post-Civil War recession yielded to depression in 1873, and low pay to unemployment, anti-Chinese feeling escalated. California's economic troubles in the 1870s were compounded by an influx of immigrants and settlers from the eastern United States and the arrival of 30,000 new Chinese immigrants between 1873 and 1875.

The Chinese, blamed for the shortage of jobs, were attacked frequently. The media published ugly cartoons and wrote racist anti-Chinese articles. Congress yielded to this anti-Chinese feeling in 1882 when it passed the Chinese Exclusion Act.

MAJOR IDEAS

- International migrations often result in CULTURAL diffusion and/or conflict among ethnic groups.
- Immigrants became a needed source of labor supply. Employers used immigrants to lower wages and thereby raise their competitive position.

CONCEPTS

- Culture
- Human Rights

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the reasons for passage of the Chinese Exclusion Act.
- Compare and contrast treatment of Chinese immigrants with the treatment of other immigrant groups in the late nineteenth century.
- Evaluate the extent to which the Chinese Exclusion Act was justified.

DEVELOPMENT

- Distribute Worksheet 10A, "The West: 1870s-1880s." Have students complete the exercise on the worksheet; then have them explain their answers to the following questions:
  - What does this worksheet tell us about conditions for workers in the West in the 1870s and 1880s?
  - As a worker in the West, what would have been your reaction to the economic conditions described on this worksheet?
  - What alternatives were available to workers at this time to improve their lives?
  - What is your reaction to actions taken against the Chinese?
  - If you were a Chinese victim of these attacks, how would you have responded?
  - If you were the Governor of California, how would you have responded to these attacks?

— What would you have said to convince rioters in Denver to stop their violence against the Chinese?

- Distribute Worksheet 10B, "The Chinese Exclusion Act." Have students complete the exercise on the worksheet, then have them answer the following questions:
  - — What do we learn about the Chinese Exclusion Act from this worksheet?
  - — Why were certain groups of Chinese, such as teachers, students, merchants, and tourists, permitted to enter the United States?
- Distribute Worksheet 10C, "Re-entry Document." Have students read the excerpt, complete the exercise, and answer the following questions:
  - — What do we learn about the Chinese Exclusion Act from this document?
  - — Why was it necessary to certify that Quan Sam had not performed manual labor during the past year?
  - — As Quam Sam, how would you have felt about being required to have this document?
  - — Was the government justified in requiring this document? Why or why not?
- Distribute Worksheet 10D, "Chinese Immigration Cartoon." Have students complete the exercise on the worksheet, then have them answer the following questions:
  - — What is happening in this cartoon?
  - — What does the cartoon say about the United States policy to keep out Chinese?
  - — If you were the United States president, what would you say to the Prime Minister of Canada?
  - — What should the United States have done about the situation depicted in the cartoon?
  - — What title would you give this cartoon?

The West: 1870s-1880s

Read the headlines below describing economic conditions in the West in the 1870s and 1880s, and complete the exercise that follows.

The Multicultural Mosaic

1869	COMPLETION OF CENTRAL PACIFIC RAILROAD LEADS TO LARGE-SCALE UNEMPLOYMENT
1870	GOLD PRODUCTION DECLINES AGAIN MINERS ADDED TO LIST OF UNEMPLOYED WORKERS
1870	ANTI-CHINESE CONVENTION CALLS FOR END TO CHINESE IMMIGRATION
1873	STOCK MARKET CRASHES; BUSINESSES FAIL; RECORD NUMBERS OUT OF WORK
1877	RIOT AGAINST CHINESE OCCURS IN SAN FRANCISCO
1877	WORKINGMEN'S PARTY OF CALIFORNIA ORGANIZED, DECLARING, "CHINESE MUST GO. WE WILL NOT ACCEPT THE LOW WAGES PAID TO THE CHINESE."
1877	7 WHITE MEN MURDER 10 CHINESE IN SNAKE RIVER [OREGON] MASSACRE
1880	RIOTING MOB CHASES RESIDENTS OUT OF DENVER'S CHINATOWN, BURNING BUILDINGS AND HANGING ONE MAN
1881	CHINESE BLAMED FOR BRINGING LEPROSY TO HAWAII

EXERCISE

Place a check (✔) next to the statements below that can be concluded from the headlines above.

- ☐ 1. The Chinese were never accepted as workers in the West.
- ☐ 2. As jobs declined, anti-Chinese feeling increased.
- ☐ 3. Actions taken against the Chinese were limited to verbal attacks only.

The Chinese Exclusion Act

On May 6, 1882, the United States Congress passed the Chinese Laborers Exclusion Act. This act was followed by other anti-Chinese laws. Read the list of some of the Act's declarations below, and complete the exercise that follows.

- Chinese are prohibited from coming to the United States for 10 years. (The term laborers shall include both skilled and non-skilled workers.)
- Ship captains bringing Chinese workers to the United States may be fined up to $500 or sentenced to one year in prison for each Chinese landed.
- Chinese workers living in the United States at present wishing to leave the country and return must register and obtain a certificate allowing re-entry to the United States.
- Chinese teachers, merchants, and students are still permitted under this law to enter the United States.
- Chinese, other than workers, must have a certificate of identification from their government.
- Chinese born outside the United States may not become naturalized citizens.

EXERCISE

In order to fight anti-Chinese discrimination in San Francisco, a group called the Chinese Six Companies was organized. It responded to the passage of the Chinese Exclusion Act with a strong letter to the president. Imagine you are working for the Chinese Six Companies and write a letter protesting the Chinese Exclusion Act:

Re-Entry Document

After 1882, Chinese merchants wishing to return home to visit their families needed a special document like the one below to re-enter the United States.

WE, THE UNDERSIGNED, Citizens and Residents of the City of Los Angeles, County of Los Angeles, and State of California, not of Chinese birth or extraction, do hereby certify that **QUAN SAM,** whose photograph is hereunto

attached, is a Chinese Merchant of good standing and is a member of a Chinese General Merchandise and Grocery Firm doing business in this City at No. 22 Plaza Street, under the style and name of QUONG TSUE LUNG & CO., and that we have known the said QUAN SAM as a Merchant with the above mentioned Firm for more than one year past, and know that he has performed no manual labor except what was necessary in his business as a Merchant, for at least one year last past.

The said QUAN SAM wishes to visit his Native Land (China) and being desirous of again returning to the United States to continue his business, to facilitate his landing upon his return we have made the above statements, for we know the said QUAN SAM is a bona fide Merchant and is well known to many business men of Los Angeles. He was registered as a Merchant on the 6th day of March, 1894: Certificate #93117.

Ho May Teller First National Bank of Los Angeles (SEAL).

M.O.B. (SEAL).

W. Clubleton (SEAL).

Subscribed and sworn to before me this 16th day of October, A.D. 1900.

Barton Barlington

NOTARY PUBLIC in and for Los Angeles Co., State of California

Courtesy Statue of Liberty/Ellis Island Foundation.

EXERCISE

How justified was the government in requiring this document of Chinese merchants? Circle the number below that matches your opinion and explain your reason.

- 0 Not at all justified
- 1 Somewhat justified
- 2 Justified
- 3 Totally justified

Reason for Your Answer:

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Chinese Immigration Cartoon

After studying the cartoon below, complete the exercise that follows.

From *An Illustrated History of the Chinese in America*, R. L. McCunn.

EXERCISE:

1. Who is the tall man holding the door? _____
2. What is the door labeled? _____
3. What is the crack in the door labeled? _____
4. Who are the people coming through the crack? _____
5. What is the cartoonist saying?

_____

_____

_____

_____

Learning Activity 11

What impact did the immigration of people to the north and west in the late nineteenth century have on American society?

THEME

Movements of People

BACKGROUND

In the late 1800s and early 1900s, the United States became an increasingly mobile society, as Americans responding to new economic opportunities moved both west and north.

Spurred by the discovery of gold, the open land, the Homestead Act, the expansion of railroads, and the flood of immigrants from Europe, increasing numbers of settlers moved West.* Kansas had a population of 364,000 in 1870; it reached 1,428,000 by 1890. In those 20 years Nebraska grew from 123,000 to 1,063,000; Dakota Territory from 2,000 to 540,000. The Census of 1890 announced that the United States no longer had an unbroken line of wilderness frontier

Between 1910 and 1920, over 200,000 African-Americans left the South to settle mainly in large cities in the Northeast and Midwest. During the next decade, the rate of migration accelerated as more than 300,000 departed for the North. This was the beginning of a mass migration that by the mid-twentieth century would shift the majority of African-Americans to regions outside the South. These migrants yearned to escape discrimination, poverty, poor educational opportunities, and violence. All too often, however, they found racial inequities, joblessness, and despair.

MAJOR IDEAS

- People often moved to take advantage of economic opportunities in both the agricultural and industrial sectors created by the expanded market economy.
- Migration of large numbers of people from one place to another led to CHANGES in both places.

CONCEPTS

- Change
- Choice
- Environment

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the reasons for widespread migrations (west and north) in the late nineteenth and early twentieth centuries.
- Assess the impact of this increasing mobility on American society.

DEVELOPMENT

- Distribute Worksheet 11A, "Patterns of Movement: 1850-1900." Have students examine the maps, complete the exercises, and explain their answers to the following questions:
  - — What do these maps tell us about the movement of people in the United States during the last half of the nineteenth century?
  - — In which directions did movement generally occur?
  - — How would you explain this increasing movement of Americans during the last half of the nineteenth century? Would this movement have been possible before the Industrial Revolution? Explain.

* For a full treatment of pre-Civil War westward movement, see *Grade 7 United States and New York State History: A Multicultural Perspective*, Volume III, Unit Six, Learning Activity 3, "Who were the people who migrated west?".

— What impact do you suppose this increasing movement of people would have on United States society?

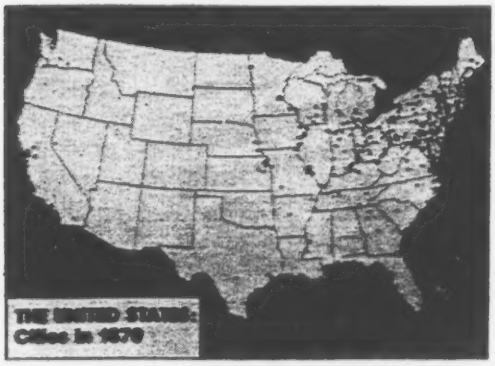
- Distribute Worksheet 11B, "Cartoon on Northern Migration." Have students examine the cartoon, complete the exercise, and explain their answers to the following questions:
  - — What does this cartoon suggest about the reasons why large numbers of African-Americans began to move to the North in the last half of the nineteenth century?
  - — Why did the cartoonist entitle this "The Mirage"?
  - — What does the cartoonist think about opportunities in the North for African-Americans from the South?
  - — How might the saying, "The grass is greener on the other side of the fence," apply to this cartoon?
- Distribute Worksheet 11C, "Letters to a Northern Newspaper." Have students read the letters, complete the exercise and explain their answers to the following questions:
  - — From the letters on the worksheet, what do we learn about the reasons why African-Americans moved to the North in the early 1900s?
  - — Based on these letters, how would you describe living conditions in the South for African-Americans at the turn of the century?
  - — If the people who wrote these letters asked for your advice, would you have advised them to move? Explain.
  - — What advice would the cartoonist who drew "The Mirage" have given these African-Americans in the South? Explain.
  - — What impact would the movement of large numbers of African-Americans to the North have on the South?
  - — What impact would the movement of large numbers of African-Americans from the South have on the North?
- Distribute Worksheet 11D, "Advertisement for Immigrants." Have students read the advertisement, complete the exercise, and explain their answers to the following questions:
  - — What does this advertisement say?
  - — Why would a railroad company advertise in Europe for immigrants to America?
  - — If you were a European immigrant, how would you have responded to this advertisement? Explain.
  - — How do you explain the fact that thousands of immigrants moved to the Midwest in response to advertisements like this one?
  - — How do you compare the reasons for western migration of immigrants with the reasons why African-Americans moved to the North in the early 1900s?
  - — What impact did westward settlement have on American society? Explain.

FOLLOW-UP ACTIVITIES

- Have students put together a "newspaper" telling the story of both northern and westward migration in the late nineteenth century.
- Have students design posters, flyers, and advertisements to attract settlers to the North and West.

Patterns of Movement: 1850-1900

What do the two maps below show about the movement of people in the United States from 1870 to 1900?



THE UNITED STATES: Cities in 1870

THE UNITED STATES: Cities in 1900

EXERCISE

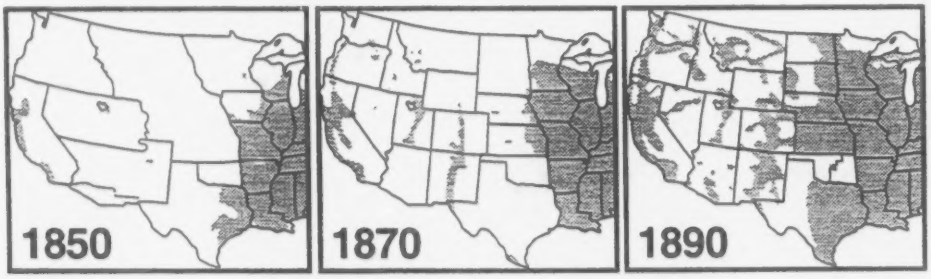
What change was there in the number of cities in the United States during this time period?

_____

In what parts of the United States did most of the new cities appear?

_____

Now examine the three maps that follow. What do these maps show about the movement of people from 1850 to 1890?



EXERCISE

Approximately what percentage of the United States constituted a "settled area" in 1850? _____

By 1890? _____

In what direction did the movement generally occur? _____

What group of people do these maps not account for? _____

From *One Flag, One Land, Vol. 2*, Richard C. Brown and Herbert J. Bass (Morristown, NJ: Silver, Burdett & Ginn Inc., 1990), p. 67

From *A History of the United States*, Daniel J. Boorstin and Brooks Mather Kelly (Needham, MA: Prentice Hall, 1986), p. 405

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Cartoon on Northern Migration

The cartoon below appeared in a Southern newspaper, the New Orleans *Times-Picayune*. Study the cartoon and answer the questions that follow.

"THE MIRAGE"

Historical Pictures Service, Chicago

EXERCISE

- What title would you give the cartoon? _____
- Who are the two people in the cartoon?

  _____
- What is the man on the right trying to do? _____

  _____
- What would he get out of accomplishing his mission? _____

  _____
- What does the man on the left see on the other side of the fence?

  _____
- How do you explain the title of the cartoon? _____

  _____

Letters to a Northern Newspaper

The letters excerpted below were written in response to an advertisement in the *Chicago Defender*, an African-American owned newspaper.

Anniston, Ala., April 23, 1917

Dear Sir: Please give me some information about coming north. I can do any kind of work, from trucking, to gardening, to farming. I would like to leave here and I can't make any money to leave. I used to make enough to live on. Please let me hear from you at once. I want to get where I can put my children in school.

Dear Sir: I saw your ad in the *Chicago Defender* for laborers. I am a young man and want to finish school. I want you to look out for a job for me. I would like to get a job in some private family so I can continue taking my piano lessons. I can do anything around the house but drive and I can even learn that. Send me the name of the best high school in Chicago. How is the Wendell Phillips College? I have finished grammar school.

Mobile, Ala., April 25, 1917

Sir: I am a poor woman and have a husband and five children living and three dead, one single and two twin girls six months old today. My husband can hardly make bread for them in Mobile. This is my native home but it is not fit to live in just as the *Chicago Defender* says. My husband only gets $1.50 a day and pays $7.50 a month for house rent. He can hardly feed me, himself, and the children. I want to get out of this dog hole because I don't know what I am raising them up for in this place. I want to get to Chicago where I know they will be raised. My husband is crazy to get there because he knows he can get more money to raise his children. Please let me know when the bus will stop here. He can go there a while and then he can send for me.

EXERCISE

Pretend you are an editor for the *Chicago Defender* and answer one of the above letters.

Dear _____:

Thank you for your response to the Chicago Defender advertisement.

It seem that your concerns about moving North include _____

_____

_____. We advise you to make the following preparations before you move North. _____

_____

_____

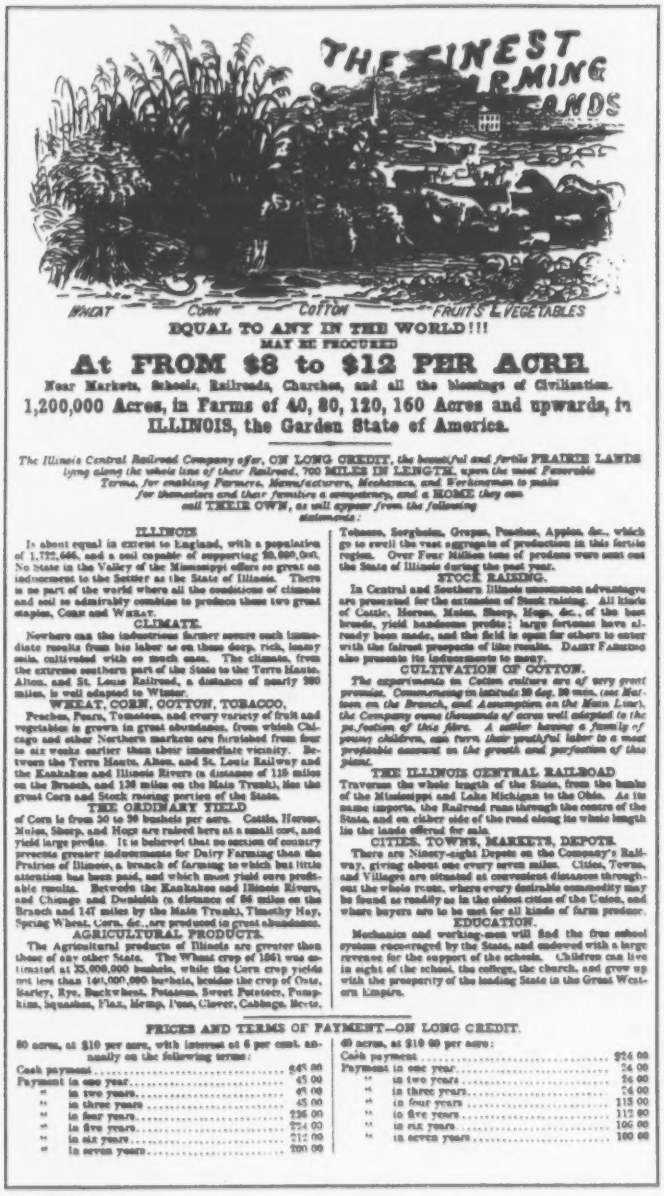
Sincerely,

_____

Adapted from *The Black Americans: A History in Their Own Words*. © 1984. Reprinted by permission of HarperCollins Publishers.

Advertisement for Immigrants

The advertisement below appeared in Europe.


THE FINEST
FARMING
LANDS
WHEAT
CORN
COTTON
FRUITS & VEGETABLES
EQUAL TO ANY IN THE WORLD!!!
MAY BE PROCURED
At FROM $8 to $12 PER ACRE.
Near Markets, Schools, Railroads, Churches, and all the blessings of Civilization.
1,200,000 Acres, in Farms of 40, 80, 120, 160 Acres and upwards, in
ILLINOIS, the Garden State of America.
The Illinois Central Railroad Company offer, ON LONG CREDIT, the beautiful and fertile PRAIRIE LANDS lying along the whole line of their Railroad, 700 MILES IN LENGTH, upon the most Favorable Terms, for enabling Farmers, Manufacturers, Mechanics, and Workingmen to unite for themselves and their families a competency, and a HOME they can call THEIR OWN, as will appear from the following statements:
ILLINOIS.
Is about equal in extent to England, with a population of 1,722,666, and a soil capable of supporting 20,000,000. No State in the Valley of the Mississippi offers so great an inducement to the Settler as the State of Illinois. There is no part of the world where all the conditions of climate and soil so admirably combine to produce these two great staples, Corn and WHEAT.
CLIMATE.
Nowhere can the industrious farmer secure such immediate results from his labor as on these deep, rich, loamy soils, cultivated with so much ease. The Climate, from the extreme southern part of the State to the Terre Haute, Alton, and St. Louis Railroad, a distance of nearly 300 miles, is well adapted to Winter
WHEAT, CORN, COTTON, TOBACCO,
Peaches, Pears, Tomatoes, and every variety of fruit and vegetables is grown in great abundance, from which Chicago and other Northern markets are furnished from four to six weeks earlier than their immediate vicinity. Between the Terre Haute, Alton, and St. Louis Railway and the Kankakee and Illinois Rivers (a distance of 110 miles on the Branch, and 136 miles on the Main Trunk), lies the great Corn and Stock raising portion of the State.
THE ORDINARY YIELD
of Corn is from 30 to 50 bushels per acre. Cattle, Horses, Mules, Sheep, and Hogs are raised here at a small cost, and yield large profits. It is believed that no section of country presents greater inducements for Dairy Farming than the Prairies of Illinois, a branch of farming to which but little attention has been paid, and which must yield sure profitable results. Between the Kankakee and Illinois Rivers, and Chicago and Dunleith (a distance of 96 miles on the Branch and 147 miles by the Main Trunk), Timothy Hay, Spring Wheat, Corn, &c., are produced in great abundance.
AGRICULTURAL PRODUCTS.
The Agricultural products of Illinois are greater than those of any other State. The Wheat crop of 1861 was estimated at 25,000,000 bushels, while the Corn crop yields not less than 140,000,000 bushels, besides the crop of Oats, Barley, Rye, Buckwheat, Potatoes, Sweet Potatoes, Pumpkins, Squashes, Flax, Hemp, Peas, Clover, Cabbage, Beets, Tobacco, Sorghum, Grapes, Peaches, Apples, &c., which go to swell the vast aggregate of production in this fertile region. Over Four Million tons of produce were sent out the State of Illinois during the past year.
STOCK RAISING.
In Central and Southern Illinois uncommon advantages are presented for the extension of Stock raising. All kinds of Cattle, Horses, Mules, Sheep, Hogs, &c., of the best breeds, yield handsome profits; large fortunes have already been made, and the field is open for others to enter with the fairest prospects of like results. DAIRY FARMING also presents its inducements to many.
CULTIVATION OF COTTON.
The experiments in Cotton culture are of very great promise. Commencing in latitude 39 deg. 30 min. (see Marietta on the Branch, and Assumption on the Main Line), the Company owns thousands of acres well adapted to the production of this fibre. A settler having a family of young children, can turn their youthful labor to a most profitable account in the growth and perfection of this plant.
THE ILLINOIS CENTRAL RAILROAD
Traverses the whole length of the State, from the banks of the Mississippi and Lake Michigan to the Ohio. As its name imports, the Railroad runs through the centre of the State, and on either side of the road along its whole length lie the lands offered for sale.
CITIES, TOWNS, MARKETS, DEPOTS.
There are Ninety-eight Depots on the Company's Railway, giving about one every seven miles. Cities, Towns, and Villages are situated at convenient distances throughout the whole route, where every desirable commodity may be found as readily as in the oldest cities of the Union, and where buyers are to be met for all kinds of farm produce.
EDUCATION.
Mechanics and working-men will find the free school system encouraged by the State, and endowed with a large revenue for the support of the schools. Children can live in sight of the school, the college, the church, and grow up with the prosperity of the leading State in the Great Western Empire.
PRICES AND TERMS OF PAYMENT—ON LONG CREDIT.
80 acres, at $10 per acre, with interest at 6 per cent. annually on the following terms:
Cash payment ... $48 00
Payment in one year ... 45 00
" in two years ... 48 00
" in three years ... 45 00
" in four years ... 236 00
" in five years ... 234 00
" in six years ... 212 00
" in seven years ... 200 00
40 acres, at $10 00 per acre:
Cash payment ... $24 00
Payment in one year ... 24 00
" in two years ... 24 00
" in three years ... 24 00
" in four years ... 118 00
" in five years ... 117 00
" in six years ... 106 00
" in seven years ... 100 00

Culver Pictures

EXERCISE

Pretend you are a European who has just seen the advertisement on the left. Send a telegram to the Illinois Central Railroad Company answering their ad. You are limited to 20 words.

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Learning Activity 12

How effective were the efforts of immigrants and African-Americans to help themselves in the struggle for equality?

THEME

Struggle for Equality

BACKGROUND

Most immigrants to the United States after 1890 settled in rapidly growing cities, moving into ethnic neighborhoods where they found people who spoke their language, familiar foods, churches, synagogues, temples and social organizations based on old-country models. Facing poverty, sickness, and unemployment in a new land, these immigrants coped by establishing a variety of mutual aid societies.

Life for most African-Americans, both those new to the urban North and those who remained in the South, was as difficult or more difficult as it was for immigrants. Lynch law and mob rule were common in many parts of the United States. During the 1890s, almost 200 African-Americans, including some women and children, were lynched each year. Lynching was a way to maintain control over former slaves who demanded their political and civil rights.

African-Americans supported each other in many ways during these difficult times. African-American schools and churches, started during Reconstruction, continued to grow. Fraternal lodges, mutual aid societies, and groups such as the National Negro Business League and the National Association for the Advancement of Colored People (NAACP) all responded to the needs of African-American citizens.

MAJOR IDEAS

- Immigrants and African-Americans tended to settle in ethnically defined communities.
- Immigrants and African-Americans organized to form self-help associations to provide for their social, economic, and political needs.
- For many immigrants and African-Americans, a sense of community played an important role in coping with CHANGE.

CONCEPTS

- Culture
- Justice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe methods used by various immigrant and African-American groups to facilitate their adjustment to an industrial and urban America.
- Compare and contrast the various methods used by these groups.
- Evaluate the effectiveness of the methods used by these groups to help their communities achieve equality and social justice.

DEVELOPMENT

- Distribute Worksheet 12A, "Italian-American Self-Help." Have students read the selection, complete the exercise, and explain their answers to the following questions:
  - — What do we learn about the self-help efforts of Italian immigrants from this account?
  - — What kinds of immigrant problems did the Italian associations of New York City try to solve?
  - — Of all the types of assistance offered Italian immigrants by their associations, which do you think was the most helpful? Explain.
- Distribute Worksheet 12B, "Chinese-American Self-Help." Have students read the selection, complete the exercise, and explain their answers to the following questions:

- What does this story tell us about the efforts of Chinese immigrants to help themselves?
- Why were the unions in Butte trying to put the Chinese out of work?
- How did the Chinese respond to the union's boycott of their businesses?
- Was a lawsuit the best course of action for the Chinese? Why or why not?

- Distribute Worksheet 12C, "African-American Self-Help." Have students read both selections, complete the exercises, and explain their answers to the following questions:
  - What do these accounts tell us about the efforts of African-Americans at the turn of the century to help themselves?
  - How did Ida Wells-Barnett try to secure change for African-Americans?
  - How do you explain the fact that in 1898 President McKinley took no action in response to Mrs. Barnett's requests?
  - What concerns did the NAACP try to address in its early days?
  - Why do you suppose Mary White Ovington focuses so much on lynchings over and above the many other problems Blacks faced?
  - How effective were the methods used by the NAACP to stop the lynchings of Blacks? Explain.
- Distribute Worksheet 12D, "Polish-American Self-Help." Have students read the selection, complete the exercise, and explain their answers to the following questions:
  - What does this worksheet tell us about the efforts made by Polish immigrants to help themselves?
  - How did life change for this Polish immigrant community after it learned to organize and cooperate?
  - How do you explain the role that the church played in this Polish-American community?
  - In what other communities has the church played a major role?

Follow-up Activities

- Have students research and report on self-help organizations currently meeting the needs of various cultural groups in the United States.
- Students may contact the NAACP and the Urban League for information on past and present activities.

Italian-American Self-Help

In 1904, Antonio Mangano, a Protestant clergyman born in Italy, reported on some of the early attempts of Italian immigrants in New York City to help themselves.

The Society for the Protection of Italian Immigrants was founded three years ago, and since then has, without a shadow of a doubt, rendered more practical assistance to the thousands flocking to our shores than any other institution working in the interest of Italians.

Speaking of the conditions in which Italians find themselves on arrival, the president of the society says in his annual report: "These immigrants are landed at Ellis Island, where they are examined by United States officials. From there some go into the interior of the country and some remain in New York. Almost all of them are uneducated, wholly unfamiliar with the ways, customs and language of this country. Hence it is obvious that they need friendly assistance from the moment of debarkation at Ellis Island. Those who go into the interior of the country need to be helped in getting on the right train, without losing their way or money; while those coming to New York City need guidance to their destination and, while going there, protection from crooks, and thereafter to have advice and employment...."

Closely associated with the work of the Society for the Protection of Italian Immigrants is the Italian Benevolent Institute. Within the past two years it has taken on new life. The work was encouraged by gifts from many quarters, the most noteworthy one being from His Majesty the King of Italy. One of its encouraging features is the fact that it is maintained almost exclusively by Italians.

The institute has its headquarters in a double house, 165-7 West Houston Street, which is intended as a place of refuge for the destitute. It often happens that newcomers, bound for interior points, land in New York without a cent in their pockets, expecting to find their destination; it also often happens that the money expected does not arrive in time. To such persons as these the Benevolent Institute opens its doors. Then, too, there are immigrants who come with the intention of settling in New York. Such persons may have $8 or $10, but unless they find work at once they too are compelled to seek aid from some source. Further, New York has become, in a sense, a central market for Italian labor, and of those who go to distant points in search of work some fail to find it, and return to the city.

EXERCISE

List below three services provided to Italian immigrants by their associations. Rate these services in the order of their importance to the new arrivals, with #1 being the most important and #3 the least important.

	Services Provided to Italian Immigrants	Rating
1.		
2.		
3.		

Adapted from "The Associated Life of the Italians in New York City," in *Charities*, May 7, 1904.

Chinese-American Self-Help

Below, an elderly Chinese-American resident describes how the Chinese-American community joined together to help themselves in Butte, Montana.

When the unions became strong, they tried to boycott the Chinese business and to put the Chinese out of work. One of the leading men in the community started a law suit together with three others. Each man put up $20, and with a thousand people, we had a big sum to fight with. When this amount was not enough, we subscribed more. Two of the leaders went to San Francisco and reported the matter to the Six Companies. They said out there, "You are crazy to go against labor unions and the American law." But we hired Mr.Sanders, a famous lawyer, from Helena, Montana; he came here several times to see us and get our evidence. We went ahead with the lawsuit even though we knew we might not win it. If we had lost, then every Chinese would have had to leave town; we would have had no room to stand. Fortunately, we won, else no Chinese would be in Butte today.

The unions had men stationed in front of H. Faye's noodle parlor. The way the pickets were caught was when our lawyer Sanders and several officials of Butte decided to go to the noodle parlor just to see what the pickets would do. They were not allowed to enter; immediately Sanders and the officials held the pickets, called the police and had them arrested. Then he brought suit against the unions for the Chinese.

We won the lawsuit after many hearings. When the six companies in San Francisco heard of the decision, they said, "The Butte Chinese are the smartest anywhere in the United States." We had no idea we would win either, but if we had not, none of us would be here today.

EXERCISE

The Chinese-Americans of Butte might have taken other actions to stop the unions from boycotting their businesses. Next to each of the possible actions listed below, check (✔) whether you agree or disagree with that method, then give your reasons.

Other Possible Actions the Chinese Could Have Taken	**Yes**	**No**	**Reasons**
Try to negotiate with the unions.			
Picket non-Chinese businesses that use union workers.			
Leave Butte and move to another town.			
Other: _____ _____			

Adapted from "The Growth and Decline of Chinese Communities in the Rocky Mountain Region," Rose Hun Lee, Ph.D. diss., University of Chicago, 1947. Reprinted by permission of University of Washington Press.

African-American Self-Help

In 1894, Ida Wells-Barnett launched a national campaign to end the lynchings of African-Americans. From her base in Chicago she wrote articles, gave speeches, and carried out investigations to expose the racism that motivated mob murderers. Mrs. Barnett was acting as the spokesperson of an African-American mass meeting when she called on President William McKinley on March 21, 1898. She said:

Mr. President, the colored citizens of this country in general, and Chicago in particular, desire to respectfully urge that some action be taken by you as chief magistrate of this great nation, first, for the apprehension and punishment of the lynchers of Postmaster Baker, of Lake City, S.C.; second, we ask compensation for the widow and children, both for the murder of the husband and father, and for injuries sustained by themselves; third, we most earnestly desire that a national law be passed to stop the national crime of lynching.

For nearly twenty years lynching crimes have been committed and permitted by this Christian nation. Nowhere in the civilized world save the United States of America do men go out in bands of 50 to 5,000 to hunt down, shoot, hang or burn to death a single individual, unarmed and absolutely powerless. Statistics show that nearly 10,000 American citizens have been lynched in the past 20 years. To our appeals for justice the reply has been that the government could not interfere in a state matter. Postmaster Baker's case was a federal matter, pure and simple. He died at his post of duty in defense of his country's honor, as truly as did ever a soldier on the field of battle. We refuse to believe this country, so powerful to defend its citizens abroad, is unable to protect its citizens at home.

EXERCISE

In answer to Mrs. Barnett's plea, the United States government in 1898 did nothing. Write below the answer that you think President McKinley SHOULD have given Mrs. Barnett.

Mrs. Barnett: _____

_____

_____

_____

_____

_____

_____

_____

Adapted from *Cleveland Gazette*, April 9, 1898

African-Americans were joined by white reformers when they founded the National Association for the Advancement of Colored People (NAACP) in 1909. One of the founding members, Mary White Ovington, a young white woman from a wealthy Brooklyn family, wrote the following account of the founding and early work of that organization.

To those who complained that we were not revolutionary, we pointed out that while it was a small matter to demand that a Negro be served at a public restaurant in New York, it was revolutionary to demand that he vote in Mississippi.

Our first practical job was a case concerned with an arrest at Asbury Park, New Jersey, of a Negro charged with murder. There was no evidence against him, but he was black and had been near the scene of the crime. He was badly beaten before we learned of the case. Our lawyer went at once to Asbury Park and after some days secured his release.

The newspapers usually showed the Negro as a criminal. It made, they thought, interesting reading. We, then, would publicize lynching: in 1911, on an average of every six days, there appeared in the papers the story of a colored man taken out of the custody of the law and lynched.

Our publicity must soon have reached the South, for the Reverend John Haynes Holmes, one of our founders, showed us a post card he had received from a town where a lynching occurred. It was a picture post card. In the foreground was the dead Negro, and back of him, and on both sides, were the lynchers, clear-cut photographs that could have been used successfully for identification. The men's confidence that no one would dream of prosecuting them was the most striking thing about the card. We wondered that it had been permitted to go through the United States mail.

We used that post card with accounts of other lynchings as publicity. I remember the morning Mary Maclean and I got the story ready for the printer. It was Sunday; our office, in the *New York Evening Post* building, was on Vesey Street and through the open window we heard the singing at the Church of St. John, one of New York's oldest places of worship. While we read "They cut off his fingers for souvenirs" and pasted it at the top of the second page, the voices of the choir sang, "We praise Thee, Oh Lord. We acknowledge Thee to be our God." Were those men who had committed murder in some church singing from the hymnbook?

Adapted from *The Walls Came Tumbling Down*, Mary White Ovington. Copyright 1947 by Harcourt, Brace, Jovanovich; renewed 1975 by Nicholas N. Kingsbury.

EXERCISE

The name of the NAACP's journal was *The Crisis*. Write the kind of article that might have appeared in *The Crisis* in response to the lynching described by Mary White Ovington. Provide a headline to the article.

THE CRISIS

Headline:_____

_____

Polish-American Self-Help

The letter below tells the story of how Polish immigrants in Connecticut in the early 1900s tried to help one another.

New Britain, Connecticut
September 4, 1921

Dear Mr. Znaniecki,

Thank you for inquiring about conditions here at St. Kazimierz. We certainly have come a long way. In 1895, when I first arrived, things were not so good. Men were without jobs and the children were poorly educated. I urged the people to join the fraternities that would make them strong.

But now! Five associations joined together to build a cooperative bakery. They built an orphanage with four houses, 253 acres of land, 30 head of cattle, 7 horses, 500 chickens—and no debts! Our parish has started a printing business.

Other cooperative organizations that have grown up here are the Polish Loan and Industrial Corporation, the People's Savings Bank, the New Britain Clothing Corporation, and the White Eagle Cutlery Factory.

Our parish now has 9000 souls, from only 700 in 1894. We run our own school. With God's help, we are strong and prosperous because we have learned how to help each other.

Rev. Lucyan Bojnowski

EXERCISE

Write a brief speech describing the benefits of cooperation and organization that Rev. Bojnowski might have delivered to his congregation when he first arrived in the United States back in 1895.

Brethren: _____

_____

_____

_____

_____

_____

_____

_____

Adapted from *Old World Traits Transplanted*, Harper & Brothers, 1921, in *Immigrants in American Life*, Arthur Mann, ed. (Boston: Houghton Mifflin, 1968), pp. 87-89. Reprinted by permission of HarperCollins.

Learning Activity 13

Was the United States in the early twentieth century a "melting pot"?

THEME

Culture/Diversity

BACKGROUND

During the late 1800s and early 1900s, most Americans wanted immigrants to become "Americanized" as quickly as possible. They wanted the newcomers to learn English, adopt American customs, stop living in close-knit ethnic communities, and associate more freely with other Americans. In this way, it was believed, they would learn to get along in this country and become "real Americans."

In 1909, a Jewish writer, Israel Zangwill, wrote a play called *The Melting Pot*. The premise of the play was that a new kind of American would develop from the mixture of peoples who had come to the United States. Interaction among various immigrant groups would produce a new American who would be different from any one group that had come here.

By 1920, however, it was clear that many immigrants were not completely abandoning their native customs. Many Americans looked down on these newcomers and their "foreign" ways. To some, a real American had to be a white Protestant whose ancestors had come from northern Europe; all other people were inferior. Because many immigrants retained their native customs, some Americans thought that they could never "Americanize." By the end of World War I, anti-foreign attitudes had resulted in federal legislation to limit further immigration.

In the 1930s, people began to question the melting pot theory. These were cultural pluralists; they believed that there were advantages to the U.S. being a nation comprised of many different cultures existing together side by side. To them, the United States was more like a salad bowl than a melting pot. Today, the term "cultural mosaic" is often used to describe the pluralist concept of United States society.

Problems of assimilation are perhaps best examined in the lives of American-born children of immigrants. These children often find themselves torn between the traditional customs of their parents and the "new ways" of their American friends.

MAJOR IDEA

- The United States has been characterized as either a "melting pot" or as a "CULTURAL mosaic."

CONCEPTS

- Change
- Choice
- Culture
- Diversity
- Identity

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the "melting pot" and "cultural mosaic" theories of United States culture.
- Analyze pros and cons associated with assimilation and cultural pluralism.
- Categorize the United States in the early twentieth century as a "melting pot" or a "cultural mosaic."

DEVELOPMENT

- Distribute Worksheet 13A, "Melting Pot or Salad Bowl?" Have students role-play the short dialogue, complete the exercise, and explain their answers to the following questions:
  - — What does this worksheet tell us about different ideas on "becoming an American"?
  - — How does the theory of the United States as a "melting pot" differ from the "salad bowl" theory?
  - — With which theory do you agree? Why?

- Distribute Worksheet 13B, "Culture Clash: Case Study." Have students form triads and complete the exercise on the worksheet, which calls for them to "predict" Jade Snow Wong's response to her father's displeasure. Have several students share their predictions with the class, explaining their reasons.
- Distribute Worksheet 13C, "Jade Snow Wong's Choice." Have students read the selection, complete the exercise, and explain their answers to the following questions:
  - — What does Jade Snow Wong's story tell us about the conflicts that often occur between immigrant parents and their children?
  - — How did Jade Snow Wong's view of "Americanization" differ from her parents' view?
  - — How do you explain the fact that such culture clashes between immigrants and their children often happen?
  - — Should Jade Snow Wong have behaved like a good Chinese daughter and obeyed her parents in this matter? Why or why not?
  - — Is "culture clash," like the one between Jade Snow Wong and her parents, still a problem for immigrants and their children today? Explain.
  - — Which theory of Americanization—melting pot or salad bowl—does Jade Snow Wong's story best support?
  - — Is the United States today more like a "melting pot" or a "cultural mosaic"? Explain.

FOLLOW-UP ACTIVITIES

- Have students identify customs and traditions brought to the United States by immigrant groups that are prevalent in United States culture today.
- Have the class organize a debate on the topic: "Should immigrants to the United States give up their traditional customs and beliefs?"
- Students can role-play the scene described on the worksheet between Jade Snow Wong and her parents, or write and then role-play another scene in which there is "culture clash" between an immigrant parent and an American-born child.

Melting Pot or Salad Bowl?

The year is 1920 and the Inquiring Reporter for *The Multicultural Mosaic* asked two people on the streets of New York: "Should immigrants to the United States give up their traditional customs and beliefs?" Read the answers she was given, and complete the exercise that follows.

Person #1:

If they expect to adjust to the American way of life and to assimilate into it, immigrants cannot keep their old customs and languages. Newcomers should accept American ways. They must blend together with all of the other peoples who immigrated earlier to the United States.

Person #2:

There is room for difference in America; the people of the United States don't have to be all of one culture. Immigrants have a right to maintain their customs and languages, yet still be Americans. The nation is enriched by this diversity.

Which person above would be likely to believe the following statements? Give evidence based on their answers above.

STATEMENTS	1	2	EVIDENCE
I speak Spanish at home, and I consider myself a real American.			
LoBasso can't be a real American because he belongs to the Sons of Italy.			
The United States is like a great "melting pot" in which all the immigrants are changing and influencing each other.			
The United States is like a "salad bowl" in which all the vegetables come together but the lettuce can be distinguished from the tomatoes and the cucumbers.			

Culture Clash: Case Study

Jade Snow Wong was born in San Francisco of Chinese parents who came to the United States in 1903. Although she was raised according to, in her own words, "nineteenth-century ideals of Chinese womanhood," Jade Snow Wong attended American schools. The story that Jade Snow Wong tells below is typical of what happened in immigrant families in the early twentieth century. Read the first part of her story and then "predict" the outcome.

Part I

One afternoon on a Saturday, which was normally occupied with my housework job, I was unexpectedly released by my employer. It was a rare joy to have free time and I wanted to enjoy myself for a change. There had been a Chinese-American boy who shared some classes with me. Sometimes we had found each other walking to the same 8:00 A.M. class. He was not a special boyfriend, but I had enjoyed talking to him and had confided in him some of my problems. Impulsively, I telephoned him. I knew I must be breaking rules, and I felt shy and scared. At the same time, I was excited at this newly found forwardness, with nothing more purposeful than to suggest another walk together.

My clothes were limited but I changed to look more graceful in silk stockings and found a bright ribbon for my long, black hair. Daddy watched, catching my mood, observing the dashing preparations. He asked me where I was going without his permission and with whom.

I refused to answer him. I thought of my rights! Daddy thundered his displeasure and forbade my departure.

EXERCISE

I predict that Jade Snow Wong will _____

_____

because _____

_____

_____

_____

_____

_____

Adapted from "Puritans from the Orient: A Chinese Evolution," Jade Snow Wong, in *The Immigrant Experience*, Thomas C. Wheeler, ed. Copyright 1971. Used by permission of Doubleday, a division of Bantam, Doubleday, Dell Publishing Group, Inc.

Jade Snow Wong's Choice

Now read to find out Jade Snow Wong's response to her father's displeasure.

Part II

I found a new courage as I heard my voice announce calmly that I was no longer a child, and if I could work my way through college, I would choose my own friends. It was my right as a person.

My mother heard the commotion and joined my father to face me; both appeared shocked and unbelieving. Daddy at once demanded the source of this disrespectful, non-Chinese theory. And when I quoted my college professor, reminding him that he had always felt teachers should be revered, my father denounced that professor as a foreigner who was disregarding the superiority of our Chinese culture, with its sound family strength. My father did not spare me; I was condemned as ungrateful for echoing dishonorable opinions....

I would not give in. I reminded them that they and I were not in China, that I wasn't going out with just anybody but someone that I trusted! Daddy gave a roar that no man could be trusted but I devastated him in declaring that I wished the freedom to find my own answers.

Both parents were thoroughly angered, scolded me for being shameless, and predicted I would some day tell them I was wrong. But I dimly perceived that they were conceding defeat and were perplexed at this breakdown of their training. I was too old to beat and too bold to intimidate.

EXERCISE

Pretend that "Abby" writes answers to letters sent to her newspaper by people who are asking for help to solve their problems. Jade Snow Wong's father wrote the letter at left. Answer the letter as you think "Abby" would have.

Dear Abby,

Please help me! What should I do about my daughter, Jade Snow?

Yesterday, my daughter announced that she considered herself free to make decisions without regard to the wishes of her mother and father! I was shocked and angered, as it is Chinese tradition to obey one's parents. To do otherwise shows disrespect.

Jade Snow tells me that we are now living in the United States—not China. What do you think?

Sincerely,
Mr. Wong

Dear Mr. Wong,

_____

_____

_____

_____

_____

_____

_____

_____

Yours truly,
Abby

Adapted from "Puritans from the Orient: A Chinese Evolution," Jade Snow Wong, in *The Immigrant Experience*, Thomas C. Wheeler, ed. Copyright 1971. Used by permission of Doubleday, a division of Bantam, Doubleday, Dell Publishing Group, Inc.

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Learning Activity 14

Were federal policies on Native Americans in the late nineteenth century good or bad for the nation?

THEMES

Culture/Diversity; Movements of People

BACKGROUND

By 1850 the United States had extended its boundaries to the Pacific, railroads crossed the country, and increasing numbers of settlers, many of them immigrants, moved west. As a result, the federal government changed its policy with regard to Native Americans, which before 1840 had been to push the eastern Indians westward across the Mississippi River.

As more settlers moved onto the lands occupied by the Native Americans and conflict between cultures resulted, the federal government tried to solve the problem by "containing" the Native American population in certain areas. In the Treaty of Fort Laramie of 1851 the federal government promised them yearly payments in money and goods in exchange for which the Native Americans would confine their hunting to specified regions with definite borders. But the agreement of 1851 worked poorly because neither the federal government nor the Native American leaders could enforce it. Conflict between Native Americans and settlers escalated into bitter warfare, especially after the gold rush of 1849.

These conflicts convinced the federal government that a new Native American policy was needed. In 1867 and 1868 government agents demanded that the Plains nations give up even more land and "relocate" to "reservations," areas specifically set aside for them. Some Native American leaders agreed to the demands, but since many did not, warfare on the plains continued. Yet even those who agreed to move to the reservations, like the Oglala Sioux who moved to the Black Hills, were not allowed to live peaceably. The Sioux's final defeat, and the last battle of the Indian Wars, came in 1890 at Wounded Knee when government troops destroyed Native American resistance to westward expansion.

As the Indian wars were waged, reformers such as Helen Hunt Jackson and Susett La Flesche, an Omaha, were speaking out against the evils of the reservation system. Partly in response to such calls for reform, Congress passed the Dawes Act in 1887. The law was an attempt to bring Native Americans into the mainstream of American life by breaking up traditional Native American organizations. Reservation land was no longer to be held communally but was parceled out in 160 acre lots to families and individuals. Those Native Americans who accepted land became full citizens of the United States. Congress provided additional funds to support schools in which Native American children were compelled to learn "the white man's way of life."

MAJOR IDEAS

- People moved west to take advantage of an expanding market economy.
- Government policy toward Native Americans showed a lack of EMPATHY and little concern for HUMAN RIGHTS.

CONCEPTS

- Change
- Human Rights
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the evolution of the federal government's policies on Native Americans from 1860 to 1890.
- Discuss reasons for implementing those policies.
- Analyze the impact of federal policies on Native Americans and their responses to those policies.
- Evaluate the degree to which such policies were necessary for the development of the United States.

DEVELOPMENT

- Distribute Worksheet 14A, "United States Government Policy: Case Study of the Sioux." Divide the class into small groups and instruct each group to read and complete the "decision chart." Have representatives of each group tell the class how they would have decided the question.
- Distribute Worksheet 14B, "Fate of the Sioux." Have students read the selection and explain their answers to the following questions:
  - — What does this account tell us about how the Oglala Sioux responded to the problem of miners entering their territory in 1876?
  - — How did the Sioux's decision compare with the decision you thought they should have made?
  - — Why do you think Sitting Bull decided to lead his people off of the reservation?
  - — Did Sitting Bull make the right decision? In the short run? In the long run?
  - — How did the federal government's policy toward Native Americans change with the Dawes Act?
  - — What impact do you think the Dawes Act had on Native Americans? On individual Native American nations? On the Native American concept of land ownership? On Native American cultures? On Native American families?
  - — Why is the Wounded Knee Massacre such a significant event in the history of the Oglala and the history of this nation?
- Distribute Worksheet 14C, "Native American Reactions." Have students read the selections, complete the exercise, and explain their answers to the following questions:
  - — What do we learn here about the reactions of Native Americans to the Wounded Knee Massacre and to the Dawes Act?
  - — How do the two Sioux survivors' reactions to Wounded Knee make you feel?
  - — Were the policies of the federal government toward Native Americans necessary for the development of the United States? Were those policies justified? Why or why not?
  - — How does Zitkala-Sa's story of her school days illustrate the impact of the Dawes Act on the Oglala Sioux?
  - — Was the Dawes Act a blessing or a curse for Native Americans?

FOLLOW-UP ACTIVITIES

- Have students debate the following question: "Were federal government policies toward Native Americans necessary for the development of the United States"?
- Have students research and report on the impact of federal policies on Native Americans in New York State, e.g., the Mohawks, Oneida, Seneca, and Cayuga.
- Have students research and report on other battles in the Indian Wars, e.g., the Sand Creek massacre of the Cheyenne and Arapaho in 1864, the attempted flight of the Nez Perce, led by Chief Joseph, to Canada.
- Students can clip and discuss newspaper articles on recent Native American issues.

United States Government Policy: Case Study of the Sioux

The Oglala Sioux, like most other Native American nations living on the Great Plains, followed the buffalo herds on which they depended for food, clothing and shelter. But after the Civil War, as freed African-American slaves and immigrants moved west and roads and railroads cut through the land on which the buffalo roamed, the Sioux way of life was threatened. Fighting broke out between the settlers and the Oglala Sioux.

The United States government decided in 1851 to "contain" Native Americans in certain areas. At first, some Sioux accepted this policy. In the 1850s Sioux living in Minnesota agreed to settle in an area reserved for them in exchange for food and money. However, in 1862, when payments didn't arrive and mass starvation resulted, many rebelled. The revolt was quickly crushed and the leaders executed.

During the 1860s, thousands of miners and farmers moved into the territory of the Montana Sioux. Then the government made plans to build a road, called the Bozeman Trail, across their hunting grounds. This violated the Sioux treaty rights, and the Sioux decided to fight. By 1865 the Oglala Sioux, under Chief Red Cloud, were attacking mining camps, small settlements, and army supply trains. In December 1866 the Oglala Chief, High Backbone, and his warriors killed a squad of 80 soldiers.

Red Cloud's fierce fighting convinced the United States government to stop work on the Bozeman Trail. The Sioux had saved their hunting grounds. However, the government now asked the Sioux and other Plains Indians to move to certain areas, which were to be set aside for their use. After two meetings in 1867 and 1868, many Oglala Sioux chiefs agreed to take their people to a reservation in the Black Hills of South Dakota.

The United States government promised them that the reservation lands were theirs forever. It also promised to protect their lands from miners and settlers. Roads and railroads were not to pass through the reservation without the tribe's permission. Moreover, the government promised to provide them with food, clothing, and blankets.

In 1874 gold was discovered in the Black Hills and thousands of miners poured into that area. The United States government warned the miners to stay out of the reservation, but the miners ignored the order. Soon, construction crews for the Northern Pacific Railroad began to appear on the Plains. Sitting Bull and Crazy Horse, leaders of the Black Hills Sioux, were faced with a grave decision.

EXERCISE

What should have been the response of the Oglala Sioux to the invasion of miners in 1874?

Possible Actions	Short-Range Results	Long-Range Results
Let the miners come onto Sioux lands and take the gold. Don't resist.		
Demand that the federal government keep its promise to protect the reservation.		
Break your promise to stay on the reservation and leave for other lands.		
Stay in the Black Hills and fight to protect your reservation lands.		
Other _____ _____ _____		

As a Sioux, my decision would have been to _____

_____

because _____

_____

_____

The Fate of the Sioux

The Multicultural Mosaic

1876—1890

1876 SITTING BULL LEADS OGLALA SIOUX OFF THE BLACK HILLS RESERVATION

GENERAL GEORGE CUSTER LEADS U.S. ARMY ATTACK AGAINST THE SIOUX

SIOUX DEFEAT CUSTER; ALL OF CUSTER'S 265 MEN DIE IN BATTLE OF LITTLE BIG HORN

U.S. ARMY PURSUES SIOUX—SIOUX SURRENDER

Sitting Bull

1887 CONGRESS PASSES THE DAWES ACT IN RESPONSE TO CALLS FOR REFORM OF RESERVATIONS POLICY

— Reservation lands no longer to be held by the tribal group.

— Reservations to be divided up; each Native American family to receive 160 acres

— After 25 years, Native American landholders to receive title to land and become U.S. citizens

— Schools established to teach Native American children "the white man's ways"

1890 SIOUX ON DAKOTA RESERVATIONS BEGIN TO PRACTICE "GHOST DANCE"—RELIGIOUS RITUAL CELEBRATING SACRED CUSTOMS OF THE PAST AND HAILING TIME WHEN SIOUX WOULD RETURN TO THE FREEDOM OF THOSE DAYS

DANCE MAKES SETTLERS FEAR ANOTHER SIOUX UPRISING; U.S.CAVALRY CALLED IN

FIGHTING BREAKS OUT AT WOUNDED KNEE, SOUTH DAKOTA. OVER 290 OGLALA SIOUX MEN, WOMEN, AND CHILDREN KILLED OR WOUNDED

Native American Reactions

SPECIAL FEATURE: NATIVE AMERICAN REACTIONS

A SURVIVOR OF THE WOUNDED KNEE MASSACRE: JAMES PIPE-ON-HEAD

These people coming from the other reservation reached the foot of the Porcupine Butte. At that point they realized that the soldiers were going in that direction to meet them or take them by surprise, or whatever it may be. Big Foot, who was my grandfather, was sick and his wife was driving the wagon. Big Foot told these people to raise the white flag; that means peace.

An armed officer, with an Indian interpreter, told them that the soldiers were camped down on Wounded Knee and took Big Foot and his band down there. That day they came down here and the soldiers took Big Foot off to one of the soldier's tents for care. The next morning the Indians were issued a little hard bread for rations and then following that there was a request or call that all the Indian men should get together in some spot or some point, which they did.

Since I was a boy, my grandmother asked me to take some tobacco over to Big Foot where he was lying, so I took it. I delivered the tobacco to the old man, and he was lying there in the center of all these Indians who were called together. At this time, all of the Indians were unarmed, all their weapons taken from them and Big Foot told me that I had better go back to grandmother and to where the women folks were. Just at this moment there was a big noise; I couldn't see just what it was but it was sounding like quite a number of gun shots together. This I knew was guns fired on us. When these soldiers started shooting, I started to run towards the hillside; over there at a distance I came across a little boy. I took the little boy by the hand and all at once someone came on the side of me and took hold of my hand. This woman was my mother. She had a baby on her back, my sister, but this girl that she was carrying on her back was shot; while we were running we saw on the ground dust flying. Some of the bullets struck near us. We managed to get around through the line and escape through this direction.

ANOTHER SURVIVOR OF WOUNDED KNEE RECOUNTS:

[The soldiers] took everything away from us that had a sharp point, any metal that had a sharp point, then fired on us. I had my brother with me. The smoke was awful thick. We were making our getaway. We had a child with us. The child was dead; my mother was packing it although it was dead. Right below here was where I was shot, right on this little bench here. My right arm was broken and I can just use my left hand now. I hardly remember anything. I was quite excited. The soldiers followed us up and kept firing. My mother and I kept going until we got to the spot these people had referred to, the end of the ravine; when we got there we were charged by the army; they came in two squads.

From *The Wounded Knee Massacre from the Viewpoint of the Sioux*, James H. McGregor. (Rapid City, SD: Fenwyn Press Books, 1940), pp. 98-99, 105-106.

A SIOUX GIRL'S REACTION TO THE DAWES ACT

[When the Dawes Act made some schooling available to Indian children, Zitkala-Sa's mother reluctantly allowed the eight-year-old girl to leave the reservation and go east to a missionary school. At first Zitkala-Sa was happy and eager. But happiness soon turned to fear and sorrow as Zitkala-Sa explains below.]

Late in the morning, my friend Judewin gave me a terrible warning. Judewin knew a few words of English; and she had overheard the paleface woman talk about cutting our long, heavy hair. Our mothers had taught us that only unskilled warriors who were captured had their hair shingled by the enemy. Among our people, short hair was worn by mourners, and shingled hair by cowards!

We discussed our fate some moments, and when Judewin said, "We have to submit, because they are strong," I rebelled. "No, I will not submit! I will struggle first," I answered.

I watched my chance, and when no one noticed I disappeared. I crept up the stairs as quietly as I could in my squeaking shoes—my moccasins had been exchanged for shoes. Along the hall I passed, without knowing whither I was going. Turning aside to an open door, I found a large room with three white beds in it.

The windows were covered with dark green curtains, which made the room very dim. Thankful that no one was there, I directed my steps toward the corner farthest from the door. On my hands and knees I crawled under the bed, and cuddled myself in the dark corner.

From my hiding place I peered out, shuddering with fear whenever I heard footsteps near by. Though in the hall loud voices were calling my name, and I knew that even Judewin was searching for me, I did not open my mouth to answer. Then the steps were quickened and the voices became excited. The sounds came nearer and nearer. Women and girls entered the room. I held my breath, and watched them open closet doors and peep behind large trunks. Some one threw up the curtains, and the room was filled with sudden light. What caused them to stoop and look under the bed I do not know. I remember being dragged out, though I resisted by kicking and scratching wildly. In spite of myself, I was carried downstairs and tied fast in a chair.

I cried aloud, shaking my head all the while until I felt the cold blades of the scissors against my neck, and heard them gnaw off one of my thick braids. Then I lost my spirit. since the day I was taken from my mother I had suffered extreme indignities. People had stared at me. I had been tossed about in the air like a wooden puppet. And now my long hair was shingled like a coward's! In my anguish I moaned for my mother, but no one came to comfort me. Not a soul reasoned quietly with me, as my own mother used to do; for now I was only one of many little animals driven by a herder....

Adopted from "Impressions of an Indian Childhood," and "The School Days of an Indian Girl," Zitkala-Sa, in *Atlantic Monthly* 85 (January, February 1900), pp. 45-47, 185-187.

EXERCISE

Use the outline below to write a letter to the editor of the *Multicultural Mosaic* explaining your feelings upon reading *one* of the Native American reactions included in the Special Feature.

Dear Editor:

I have just read in the *Multicultural Mosaic* _____'s

reaction to _____.

Concerning the events described, I feel _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Sincerely,

_____

Learning Activity 15

To what extent did industrialization improve living standards for Americans by the turn of the century?

THEMES

Culture/Diversity; Struggle for Equality

BACKGROUND

The expansion of industry in the United States raised the living standard for increasing numbers of citizens, who were better able to purchase consumer products manufactured, packaged, and promoted in an explosion of technological innovations and shrewed marketing techniques. Among the many products still familiar today that were mass produced in the 1890s were Lipton tea, Campbell's soup, Coca-Cola, Nabisco crackers, Del Monte's canned fruits and vegetables, and Aunt Jemima's pancakes. Cooked chopped meat put between two pieces of bread was first sold and called a "hamburger" in 1899.

The middle class found that it had much to value in the new industrial age: jobs and educational opportunities, material comforts, and leisure time. Middle-class women, freed from some work in the home by inventions such as the washing machine and by a large number of immigrant servant women who relieved them of many housekeeping chores, were able to spend time shopping in the new department stores for home furnishings, clothes, and other items. However, many middle-class women also devoted their time and energy to charity work; at the turn of the century, charity organizations were proliferating in response to the growing and increasingly visible population of poor people.

The conspicuous consumption of the wealthy and the middle classes widened the gulf between themselves and the working class. Many working-class married men could not earn enough to support their families. As it was not customary in the nineteenth century for married women to work outside the home (in 1890, only 3.3 percent of married women worked outside the home), working-class families often found it essential to send their children into the labor market.

MAJOR IDEAS

- Industrialization brought about CHANGES in the ways in which people satisfied their needs and wants.
- Although industrialization raised living standards for increasing numbers of Americans, class differences were aggravated as the United States became a consumer society.

CONCEPTS

- Change
- Culture

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss the kinds of consumer products that became available to Americans as a result of industrialization.
- Compare and contrast the living standards of wealthy, middle-class, and working-class families at the turn of the century.
- Assess the impact that industrialization had on the living standards of Americans by the turn of the century.

DEVELOPMENT

- Distribute Worksheet 15A, "Turn-of-the-Century Consumer Goods." Have students examine the worksheet, complete the exercise and explain their answers to the following questions:
  - — What do these advertisements tell us about the variety of goods available to Americans at the turn of the century?
  - — How was availability of these goods the result of industrialization?
  - — Would availability of such products improve the quality of life in the United States? Why or why not?

- Did people buy the new products available because they really needed them? Explain.
- Is the United States a "consumer society" today? Do Americans today buy most things out of necessity or for other reasons? What might some other reasons be?

- Distribute Worksheet 15B, "Living Standards." Have students examine the photographs, complete the exercise, and explain their answers to the following questions:
  - What do these photographs tell us about living standards in the United States at the turn of the century?
  - How did the homes of wealthy, middle-class, and working-class Americans compare?
  - To what degree did industrialization improve the standard of living for each of these families? Cite evidence from the photos.
  - To what extent did industrialization raise the expectations of all Americans for more consumer goods? Explain.
- Distribute Worksheet 15C, "Two Nineteenth-Century Budgets." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
  - What do these budgets tell us about the living standards of working-class and middle-class families in the 1890s?
  - How do the two budgets compare?
  - Why are the expenses of the two families different?
  - How do you suppose the lifestyle of the working-class family would compare with the lifestyle of the middle-class family?
  - Did industrialization aggravate lifestyle differences between classes in the United States? Why or why not?
  - How different are the lifestyles of working-class, middle-class, and wealthy families in the United States today? Explain.

FOLLOW-UP ACTIVITIES

- Students may research and report on how new technology has changed American eating habits, e.g., packaging, transportation, refrigeration, etc.
- Arrange for the class to visit the Lower East Side Tenement Museum, 97 Orchard Street, New York, NY 10002. For information, call (212) 431-0233.

Turn-of-the-Century Consumer Goods

The advertisements below appeared in the Sears, Roebuck Co. mail order catalogue of 1900.

Our 65c PRINCESS HAIR RESTORER
A WONDERFUL NEW HAIR TONIC AND PRODUCER
PRINCESS HAIR RESTORER
USE IT ALWAYS IF YOU WANT A HEAD OF FINE, SILKY, GLOSSY HAIR, THE PRIDE OF EVERY WOMAN.
63487 $6.25
63484 $5.98
LADIES' JACKETS
Anthony Wayne No. 1 Washer.
$4.75
$2.84
Boys' Steel Garden Wheelbarrow.
Boys' Tool Chest.
The National Safe.
The Bear Bank.
The New Artillery Automatic Bank.
The Little Gem Dime Savings Bank.
Remember the Maine.
Triumph Toy Sewing Machine.
Musical and Spinning Tops.
Uncle Sam Flier

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The advertisements on this page appeared in 1911 in *The Crisis*, the publication of the National Association for the Advancement of Colored People.

GO TO COLLEGE

The World To-day Is Calling for College-trained Men and Women.

It has been found that out of every one hundred pupils in the graded schools only seven reach the high school and less than two per cent. go to college. Lack of means is found to be the primary cause. But a way has been opened by the World's Cyclopedia Company to overcome the handicap of money. A little energy on your part and the goal is won!

We want high-class student canvassers, and a little work on their part will insure a college career at Harvard, Yale, Brown, Dartmouth, Smith, Wellesley, Radcliffe, etc.

The tuition fee at any of the colleges named averages $150.00, and to any high school student who secures one hundred and fifty bona fide subscriptions to Murray's Historical and Biographical Encyclopedia of the Colored Race Throughout the World, the World's Cyclopedia Company will pay one hundred and fifty dollars ($150.00) as a bonus in addition to a regular commission of 10 per cent. Even if you fail to reach the mark you will have your 10 per cent.

If you are now in college you are also eligible to enter this contest. Note that it is not limited to the first student, but open to every student.

If you are ambitious, and wish to take advantage of this splendid offer, write the Scholarship Department of the WORLD'S CYCLOPEDIA COMPANY at Washington, D. C.—P. O. Box 2379—for full information and literary outfit.

CHRISTMAS RAG DOLLS

Beautifully Colored on Cloth

These toys are printed on specially prepared cloth, the colors being absolutely fast so that baby can kiss and love them with perfect safety, and the patterns are so plainly marked that even a ten-year old child can cut them out, sew the parts together and stuff—making them is part of the fun.

DOLL, LIFE SIZE.....50c.
(Baby's clothes will fit).
DOLL, 20 in. high.....25c.
BABY DOLL, 7 in.....10c.
FOXY GRANDPA, 20in.25c.
TABBY CAT, and 2 kits.25c.
DUCK, and 2 ducklings..25c.
NOISELESS Ten Pins and Ball.....40c.
"JUMBO" Elephant, 35in.50c.
BABY'S BIG BALL....25c.
(Size 7 in. pictures on it).

In sending silver or bills, wrap in paper before putting in envelope.

Every Child Loves a Rag Doll Most.

Address
Dunbar Co., 26 Vesey St., New York

This Beautiful

Stay-Tyde Plumes
20 Inches Wide
10 Inches Long
Only 4.45

The wonderful Stay-Tyde natural plumes, owned by us, possess the elements found (even breathing). Yet they cost you less than you pay elsewhere for ordinary varieties.

Stay-Tyde Willow Plumes

12 in. wide 22 in. long $ 4.00 | 20 in. wide 32 in. long 7.50
16 in. wide 24 in. long 6.00 | 22 in. wide 27 in. long 9.00
20 in. wide 22 in. long $11.00

French Curl Plumes			
17 in., Spiral,	$1.25		
18 " "	2.50		
19 " Bushy,	4.00		
20 " "	7.50		
22 " "	10.00		

We have established a world-wide reputation on our No. 60 guaranteed French Curl Plume, made of soft, glossy fibre, each with beautiful, long, curly French head. Short, open and close **$5.00**

Send 25c to cover express charges and we will ship any of above C.O.D. for free examination. Or, send full purchase price and we will send all charges prepaid. Money promptly refunded if for any reason you are not satisfied.

Send for free catalog of French or Willow Plumes, Ostrich Boas and Algrettes, and get a complete 25c Course in Millinery, Dyeing, Cleaning, Curling, etc.

SOUTH AFRICAN IMPORTING CO.
1041 Wabash Ave. Dept. 1274 CHICAGO

No. 4 Special Buggy

$65.00

A value unequaled. Sold on $1.00 Profit Margin. Write for prices and other styles. Send for catalog.

C. R. Patterson & Sons
GREENFIELD, OHIO

Largest Negro carriage concern in the United States

YOU SHOULD NOTE CAREFULLY EACH HOLIDAY GIFT SUGGESTION IN THIS NUMBER.

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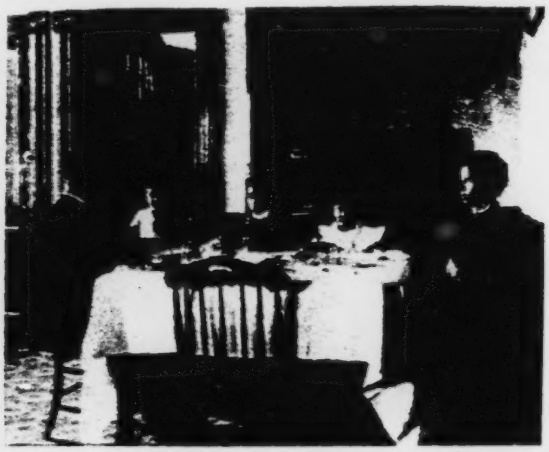
EXERCISE

As an American consumer in the early 1900s, choose three products from the advertisements above and explain how each one will improve the quality of your life.

	Consumer Goods	Impact on Quality of Life
1.		
2.		
3.		

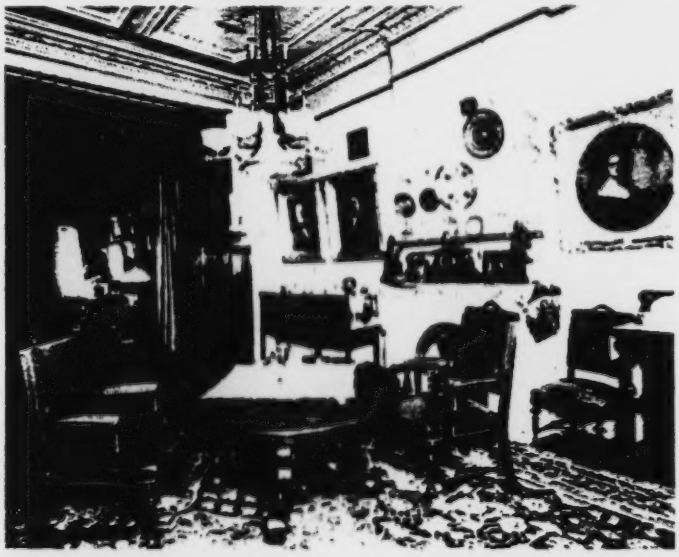
Living Standards

Examine the photographs of American homes at the turn of the century. In the space provided, list the consumer goods you see in each home.



Two Middle-Class Homes: _____

_____



Home of a Wealthy Family: _____

_____

Top Left: Evening at home in Chicago during the Gay Nineties. The Bettmann Archive. Top Right: Francis Benjamin Johnston. Family Dining, Hampton, Virginia. Library of Congress. Bottom: Home of Mrs. James L. Morgan, Jr., 7 Pierrepont Street, Brooklyn, NY. The Dining Room. Photographed in 1888 by Butler. Museum of the City of New York.

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Home of a Working-Class Family: _____

_____

"Room in a Tenement Flat," New York City, 1910. Photo by Jessie Tarbox Beals. The Jacob A. Riis Collection, Museum of the City of New York.

Two Nineteenth-Century Budgets

Examine the two budgets below and answer the questions that follow.

Monthly budget of a laborer, his wife, and one child in 1891; his income is $23.67.	
Food	**$6.51**
Rent	**9.02**
Furniture	**3.61**
Taxes and insurance	**3.32**
Utilities	**2.94**
Sundries	**1.09**
Tobacco	**.66**
Medicine	**.29**
Clothes	**.21**
Dry goods	**.16**
Postage	**.10**
Transportation	**.08**
	$28.01

Monthly budget of a married bank accountant with no children in 1892; his income is $66.50.	
Food	**$13.22**
Rent	**9.88**
Taxes and insurance	**7.11**
Utilities	**4.99**
Dry goods	**2.45**
Sundries	**2.10**
Transportation	**1.71**
Reading material	**.53**
Liquor and tobacco	**.42**
Furniture	**.30**
Medicine	**.27**
Clothes	**.19**
	$43.17

From *The Changing Face of Inequality*, Olivier Zunz (Chicago: University of Chicago Press, 1982).

EXERCISE

How much does the laborer spend each month on rent? _____

How much can the bank accountant save each month? _____

What is the difference between rent for the laborer's family and the rent for the accountant's family? _____

How much debt does the laborer incur each month? _____

Based on the two budgets above, what conclusions can you draw about the living standards of these two nineteenth-century families?

_____

_____

_____

_____

Learning Activity 16

What impact did industrialization and urbanization have on family life in the United States?

THEME

Culture/Diversity

BACKGROUND

Throughout the nineteenth century, farm families lived much as they had in the past. Parents and children worked together to produce goods for the family and for sale. The extended family—with grandparents, aunts, uncles, cousins living together—typified rural America. Families tended to be large, since children were needed to work on the farms.

With the rise of industrialization, family life in cities changed. In working-class families, most members worked—but not together. Family members often separated at dawn to go to different jobs, returning home after dark to eat and sleep. Middle-class families began to move from the cities to new suburbs, and working fathers commuted to work on trains or streetcars. The nuclear family began to replace the extended family as grown children left their parents' homes to find work in urban areas. At the same time, these young people had fewer children than did their rural parents, for children were not an economic advantage to a city family.

By the late 1800s there appeared a growing awareness of the self-sufficient working woman, as women took jobs in factories, on telephone exchanges, and in offices. Between 1880 and 1890 the number of working women grew from about 2.6 million to 4 million.

MAJOR IDEA

- The modern family represented a new vision of what the family should be like. This vision differed from and was sometimes in conflict with some traditional beliefs about family life.

CONCEPTS

- Change
- Culture

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast family life in the United States before and after the Industrial Revolution.
- Explain how industrialization changed family life in the United States.
- Assess the CHANGES in American family life caused by industrialization and urbanization.

DEVELOPMENT

- Distribute Worksheet 16A, "Farm Family in 1700." Have students examine the painting, complete the exercise, and explain their answers to the following questions:
  - — What does this painting tell us about family life in the United States in 1700?
  - — How did each member of the colonial family contribute to the well-being of the family?
  - — How do you explain the large size of the colonial family?
  - — Based on the painting, how were elder family members regarded in the eighteenth century?
  - — Would you have liked to be a member of the colonial family depicted here? Why or why not?

- Distribute Worksheet 16B, "Family Size: 1790 and 1900." Have students examine the table, complete the exercise, and explain their answers to the following questions:
  - — Why do you think these changes took place?
  - — Is the decrease in family size a positive or negative development? Explain.
- Divide the class into groups of three students each. Give each student in a group a different worksheet:

  Worksheet 16C, "European Immigrant Family Life"

  Worksheet 16D, "Chinese Immigrant Family Life"

  Worksheet 16E, "African-American Family Life"
- Instruct students to read their assigned worksheet and complete the exercise on it.
- Have students share or "teach" the major ideas gleaned from the material to the other students in the group.
- Instruct each triad to work together to develop a script for a TV news feature program titled: "The Impact of the City and Industrialization on Turn-of-the-Century American Families."
- Have several triads perform their TV segments for the class.
- Finally, have students explain their answers to the following questions:
  - — What do these sources tell us about family life in the United States at the turn of the century?
  - — What problems were these families experiencing?
  - — How do industrialism and urbanization help explain the problems faced by these families?
  - — Why do you think that the children of immigrants in the cities were able to "throw off" parental control?
  - — As a Chinese immigrant, how would you have felt about living in a "bachelor society"?
  - — As an African-American husband, how would you have felt about the fact that your wife had greater job opportunities in the new industries than you did? Might this situation have made the breakup of African-American families "inevitable"? Do you agree with DuBois that the explanation was economic? Why or why not?
  - — Based on these sources, in what ways did industrialization and urbanization change family life in the United States? Do you have sufficient information to answer this question? Explain.

FOLLOW-UP ACTIVITY

- Organize a class panel discussion on family life in the late nineteenth century. Participants can take the roles of family members belonging to various groups discussed in the learning activity. At least one panelist should represent a family member today and speak from that perspective.

Farm Family, 1700

The colonial painting below shows a family at work on their farm. Examine the painting and answer the questions which follow.

"The Residence of David Twining." (Abby Aldrich Rockefeller Folk Art Center.)

EXERCISE

- What do you see in the painting? _____
- How many people make up this colonial family? _____
- How many generations make up this family? _____
- What is each family member doing? _____
- What conclusions can you draw about family life in colonial America from this painting? _____

Family Size: 1790 and 1900

The figures below include not only parents and children but all relatives who lived together in the same household. Examine the figures and answer the questions that follow.

Number of persons living in household	*Percentage of families having this number in household*		
	1790	*1900*	*1970*
1 or 2	8.1	15.8	45.8
3	12.1	18.5	17.3
4	14.4	17.8	15.8
5	14.5	15.0	10.4
6 and over	50.9	32.9	10.7

U.S. Department of Commerce, Bureau of the Census

EXERCISE

- In 1790, what percentage of families had six or more people living in the household? _____
- By 1900, what percentage of families had six or more people living together? _____
- What conclusions can you draw from this table about average family size in the United States?

_____

_____

_____

_____

_____

_____

_____

_____

European Immigrant Family Life

Below, Jane Addams tells of the family problems that occurred when European immigrants settled in the cities in the 1880s.

Four-fifths of the children brought into the Juvenile Court in Chicago are the children of foreigners. The Germans are the greatest offenders, Polish next. Do their children suffer from the excess of virtue in those parents so eager to own a house and lot? One often sees a grasping parent in the court, utterly broken down when the Americanized youth who has been brought to grief clings as sorrowfully to his peasant father as if he were still a frightened little boy in the steerage.

Many of these children have come to grief through their premature fling into city life, having thrown off parental control as they have impatiently discarded foreign ways.

They are at once a menace and a center of demoralization. Certainly the bewildered parents, unable to speak English and ignorant of the city, whose children have disappeared for days or weeks, have often come to Hull House. It is as if they did not know how to search for the children without the assistance of the children themselves.

On the other hand, an Italian girl who has had lessons in cooking at the public school, will help her mother to connect the entire family with American food and household habits. That the mother has never baked bread in Italy, only mixed it in her own house and then taken it out to the village oven, makes all the more valuable her daughter's understanding of the complicated cooking stove. The same thing is true of the girl who learns to sew in the public school, and more than anything else, perhaps, of the girl who receives the first simple instruction in the care of little children—that skillful care which every tenement-house baby requires if he is to be pulled through his second summer.

As a result of this teaching I recall a young girl who carefully explained to her Italian mother that the reason the babies in Italy were so healthy and the babies in Chicago so sickly, was not, as her mother had firmly insisted, because her babies in Italy had goat's milk and her babies in America had cow's milk, but because the milk in Italy was clean and the milk in Chicago dirty. She said that when you milked your own goat before the door, you knew that the milk was clean, but when you bought milk from the grocery store after it had been carried for many miles in the country, you couldn't tell whether or not it was fit for the baby to drink until the men from the City Hall who had watched it all the way said that it was all right.

From *Forty Years at Hull House*, Jane Addams (New York: The Macmillan Company, 1910).

EXERCISE

In the space below, state a problem that developed for these European immigrant families, the cause of the problem, and your proposed solution.

The Problem	Cause of the Problem	Your Solution

Chinese Immigrant Family Life

The 1882 Chinese Exclusion Act had a significant effect on Chinese family life in the United States. From 1882 to 1924, only import/export merchants could bring their wives with them from China, and from 1924 to 1930, no Chinese wives were allowed entry.

Read the following letter from a Chinese immigrant in Oregon to his wife in China at the end of the nineteenth century.

> **Dear Wife,**
>
> **It has been several autumns now since your husband left you for a far remote alien land. Thanks to my hearty body I am all right. Therefore stop your worries about me.**
>
> **Yesterday I received another of your letters. I could not keep tears from running down my cheeks when thinking about the miserable and needy circumstances of our home, and thinking back to the time of our separation.**
>
> **Because of our destitution I went out, trying to make a living. Who could know that Fate is always opposite to man's design? Because I can get no gold, I am detained in this secluded corner of a strange land. Furthermore, my beauty, you are implicated in an endless misfortune. I wish this paper would console you a little. This is all I can do for now.**[1]

Now read a description of "bachelor life" in New York City written in 1906:

> **It was twenty years ago when I came to this country, and I worked for two years as a servant, getting at the last $35 a month. I sent money home to comfort my parents, but I still managed to save $410, and I was ready to start in the laundry business.**
>
> **I came to New York and opened a shop in the Chinese quarter. In all New York there are less than forty Chinese women, and it is impossible to get a Chinese woman out here unless one goes to China and marries her there. That is in the case of a merchant. A laundryman can't bring his wife here under any circumstances.**
>
> **How can the Chinese make this country their home as matters are now? They are not allowed to bring wives here from China, and if they marry American women there is a great outcry.**[2]

EXERCISE

State the problem facing these Chinese immigrants, the cause of the problem, and your proposed solution.

The Problem	Cause of the Problem	Your Solution

[1]Adapted from *Strangers from a Different Shore*, Ronald Takaki (Boston: Little, Brown & Co., 1989). [2]Adapted from "The Life Story of a Chinaman" in *The Life Story of Undistinguished Americans*, Hamilton Holt, ed. (New York: James Pott & Co.) Copyright 1906 by James Pott & Co.

African-American Family Life

W.E.B. DuBois, an African-American scholar and educator, wrote about the situation of Americans of African descent at the turn of the century. Below he tells of the impact of the growth of industries and cities on the African-American family.

> In the United States in 1910 there were 4,931,882 women of Negro descent; over 1,200,000 of these were children, another million were girls and young women under twenty, and two-and-a-half million were adults. As a whole, these women were illiterate—a fourth of those from 15 to 25 years of age were unable to write. These women are passing through, not only a moral, but an economic revolution. Their grandmothers married at 12 and 15, but 27 percent of these women today who have passed 15 are still single.
>
> Yet these black women work and work hard. There were in 1910 two-and-a-half million Negro homes in the United States. Out of these homes walked daily to work 2 million women and girls over ten years of age—over half of the colored female population as against a fifth in the case of white women. These, then, are a group of workers, fighting for their daily bread like men, independent and approaching economic freedom!
>
> The family group, however, which is the ideal of the culture with which these folk have been born, is not based on the idea of an economically independent working mother. Rather its ideal is the mother as nurse and homemaker, while the man remains the sole breadwinner. What is the inevitable result of the clash of such ideals and such facts in the colored group? Broken families.
>
> Among native white women one in ten is separated from her husband by death, divorce, or desertion. Among Negroes the ratio is one in seven. Is the cause racial? No, it is economic, because there is the same high ratio among the white foreign-born. The breaking up of the present family is the result of modern working and sex [role] conditions and it hits the laborers with terrible force. The Negroes are put in a peculiarly difficult position, because the wage of the male breadwinner is below the standard, while the openings for colored women in certain lines of domestic work, and now in industries, are many. Thus while work holds the father and brother in country and town at low wages, the sisters and mothers are called to the city.

EXERCISE

In the space below, state a problem facing African-American families at the turn of the century, the cause of the problem, and your proposed solution.

The Problem	The Cause of the Problem	Your Solution

Adapted from "The Damnation of Women," *Darkwater*. In *The Seventh Son: The Thought and Writings of W.E.B. DuBois*, Volume I, Julius Lester, ed. (Vintage Books, New York, 1971), p. 522.

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Learning Activity 17

What impact did industrialization have on leisure time?

THEME

Culture/Diversity

BACKGROUND

By 1900 Americans living in the industrial cities had more leisure time than ever before. The invention of labor-saving machinery decreased working hours for the average worker from 6 days a week and 66 hours of labor in 1860, to under 60 hours of labor in 1900.

The ways in which city people used their new-found leisure time reveal an underlying conflict between traditional patterns of leisure time as an opportunity for personal improvement and modern notions of leisure time as an opportunity to distract oneself from the problems and pressures of life. The advent of spectator sports during this era, in which the individual assumed a passive rather than an active role, illustrates the modern pattern.

By the turn of the century, jazz, the uniquely American musical form, had begun to develop—in part from the urban culture that was a product of industrialization, and in part from the experiences of poor African-Americans in the rural South. The player piano had made ragtime well known and blues songs by such composers as W. C. Handy began to gain popularity with a broad audience of listeners.

MAJOR IDEA

- At the turn of the century, an underlying conflict developed between modern and traditional patterns of leisure—leisure time as a time for personal improvement versus leisure time as a time to divert oneself from the problems and pressures of life.

CONCEPTS

- Change
- Culture

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the impact of industrialization on leisure-time activities.
- Discuss the leisure activities of various classes of people at the turn of the century.
- Analyze how leisure activities reflected a conflict between leisure time as an opportunity to improve oneself and leisure time as a time to distract oneself from the pressures of modern life.

DEVELOPMENT

- Distribute Worksheet 17A, "Leisure Time Activities: Resort Style." Have students study the pictures and complete the exercise. After students have shared their postcards with a small group or the entire class, have them explain their answers to the following questions:
  - — What do these photographs tell us about leisure time activities at the turn of the century?
  - — How does the fashion statement of the upper classes as modeled by the Gibson Girl compare to that of the women at Coney Island?
  - — Why did many young women hope to be like the Gibson girl?
  - — If you lived at the turn of the century, which resort style would have had more appeal to you? Explain.
  - — To what extent did industrialization increase for all families the time available for leisure activities?

- Distribute Worksheet 17B, "Baseball in 1913." Have students read, the selection, complete the exercise and explain their answers to the following questions:
  - — What does this magazine article say about baseball?
  - — What are the benefits of baseball, according to the author?
  - — In your opinion, does baseball have these benefits? Why or why not?
  - — Why do you think that baseball, rather than some other sport, had become the "national pastime" by 1913?
  - — Is watching a baseball game as beneficial as playing the game?
  - — How do you explain the fact that by 1900 city people in the United States were becoming spectators of sporting events rather than participants?
  - — Have Americans today become a nation of spectators, or onlookers, instead of players? Is this a good or a bad thing? Explain.
- Distribute Worksheet 17C, "The Movies: 1896." Have students read the selections, examine the photograph, complete the exercise, and explain their answers to the following questions:
  - — What do these sources tell us about the way Americans spent their leisure time in the early 1900s?
  - — Why did people go to the movies?
  - — In what ways were moving pictures a result of industrialization?
  - — Why did *The Kiss* cause such a stir when it came out in 1896?
  - — How do today's movie love scenes compare with this one? How do you explain the change?
  - — Is watching a movie a good use of leisure time? Would leisure time be better spent in a more participative, rather than passive, activity? Explain.
  - — How do you view leisure time activities—as opportunities for personal improvement? As an escape from problems and pressures? Both? Explain.
- Distribute Worksheet 17D, "Birth of the Blues." Have volunteers enact the dialogue as the rest of the class reads along. Have students work in pairs to complete the exercise. Then have students explain their answers to the following questions:
  - — What does this interview tell us about the origin of the blues?
  - — Which life experiences of African-Americans were translated into songs?
  - — Do you agree with W. C. Handy that suffering, hard luck, and aching hearts can help shape a musical form? Explain.
  - — What qualities of W. C. Handy would you consider most important in his success as a composer who came to be known as "father of the blues"?
  - — To what extent does music today mirror the aspirations and frustrations of the people? Explain.

FOLLOW-UP ACTIVITY

- Have students create a mural or collage showing leisure activities at the turn of the century.

Leisure Time Activities—Resort Style

Sports and other leisure time activities came within the reach of the average American by the end of the nineteenth century. Study the pictures of women engaged in leisure activities and complete the exercise that follows.

Charles Gibson, an illustrator, gained fame through his drawings of the "Gibson Girl," who became a model of upper class beauty.

Culver Pictures

EXERCISE

Pretend you are visiting either Coney Island or Saratoga Springs in 1899. Send home a postcard describing your impressions of the resort.

July 1899

Dear Folks,

Just a little note from _____ .

To me, this resort is _____

_____

_____

_____

_____

_____

Yours truly,

_____

TO _____

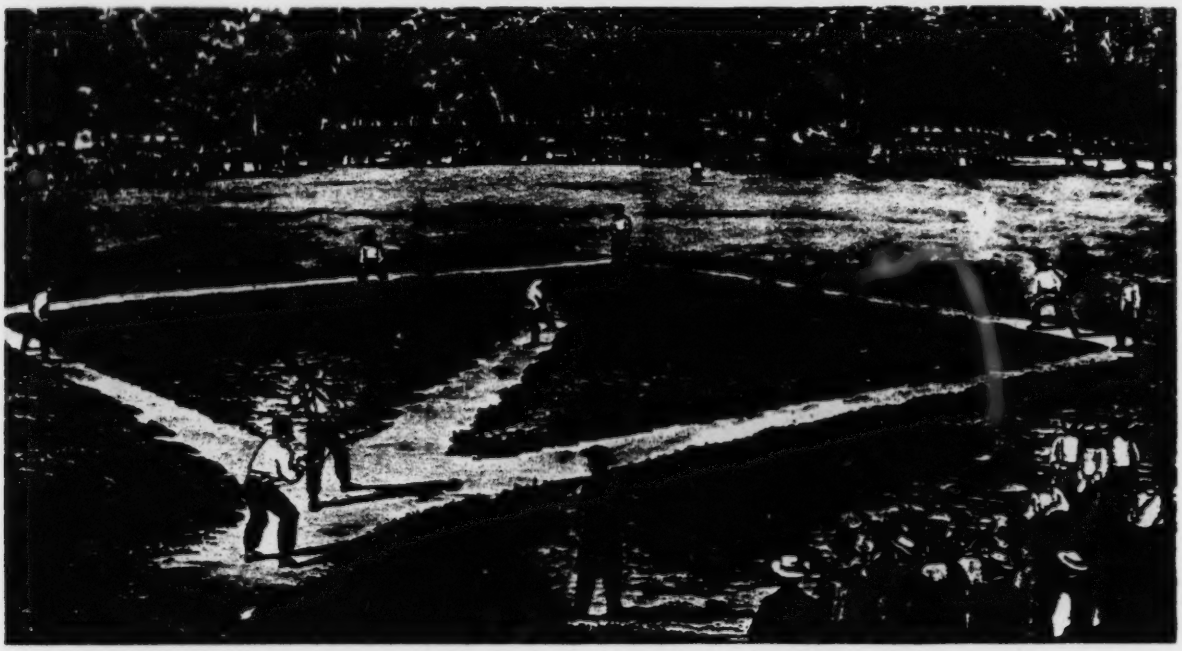
_____

_____

_____

Baseball in 1913

Interest in the game of baseball had become so great in the United States that during a 1912 World Series game the United States Supreme Court received inning-by-inning bulletins. The following magazine article written in 1913 defended America's love of baseball.



Library of Congress

In order for an individual or a nation to succeed, it must have the following characteristics: physical fitness, courage, honesty, patience, the spirit of initiative combined with respect for law and authority, soundness and quickness of judgment, self-confidence, self-control, cheeriness, fair-mindedness, and an ability to be part of a team effort. No other game—not even football—develops these qualities the way baseball does.

Furthermore, baseball builds the mind. Every position develops the ability to think quickly. Baseball is also a harmless outlet for emotions that might otherwise result in dangerous violence.

Baseball makes our nation more democratic. The spectator at a baseball game is no longer a statesman, lawyer, broker, doctor, merchant, or worker, but just a plain, everyday man with a heart full of brotherhood and good will to all his fellow men.

Long may Uncle Sam play ball!

From "Baseball and the National Life," Addington H. Bruce, *Outlook*, May 1913, pp. 104-107.

EXERCISE

List the benefits of baseball cited in the reading.

Benefits of Baseball

1. _____
2. _____
3. _____
4. _____
5. _____

The Movies in 1896

Thomas Edison invented the moving picture in the 1880s, but movies were not shown on a large screen before seated audiences until the turn of the century.

Below is a turn-of-the-century advertising jingle for the movies:

> If you're tired of life, go to the picture show,
> If you're sick of troubled life, go to the picture show,
> You'll forget your unpaid bills, rheumatism, and other ills,
> If you'll put away your pills and go to the picture show.

One of the very first movies, *The Kiss* (1896), provoked the following comment in a Chicago magazine:

> The spectacle of the prolonged kiss is hard to bear. If it were only life-size, it would be beastly enough, but magnified to tremendous proportions on the screen, it is absolutely disgusting. The police should not permit, night after night, a performance which is so degrading.

From *America Learns to Play*, Foster Rhea Dulles (New York: Appleton, Century, Crofts, 1940). Photo: Museum of Modern Art, Film Stills Archive.

EXERCISE

If a movie critic of the 1990s could respond to the critic who reviewed *The Kiss* in 1896, what would she/he say?

Birth of the Blues

Jazz is a musical form that originated in the United States. W. C. Handy, an African-American composer who is known as the "father of the blues," describes how the "blues" developed. After reading the interview, write two questions that you'd like to ask W. C. Handy.

Reporter: What experiences set the mood for blues songs?

W. C. Handy: Southern Blacks sang about everything—trains, steamboats, steam whistles, women, manbosses, stubborn mules—all of them became subjects for songs. Musical accompaniment came from anything that was available, such as washboards or harmonicas.

Reporter: Did you immediately think of these songs when you developed an interest in music?

W. C. Handy: At first, these folk melodies were in the back rooms of my mind and I continued to study music books. I thought that everything worthwhile was to be found in books but the blues did not come from books. Suffering, hard luck, and aching hearts were responsible for the birth of the blues.

Reporter: What made you devote your musical career to the blues?

W. C. Handy: One night when leading an orchestra at a dance in Cleveland, Mississippi, a request came for a local dance band to play. The band consisted of just three pieces, a battered guitar, a mandolin, and a worn out bass. They strummed a haunting strain that has long been associated with cane rows and levee camps. I saw the beauty of the music and knew that it touched the spot and that folks would pay money for it. That night a composer was born. Those boys taught me something that wasn't written in books, but something that would be written about in books to come.

Reporter: Thank you for this interview.

EXERCISE

In the space below, write two questions that you'd like to ask W. C. Handy if given the chance.

Your Questions:

1. _____

_____

2. _____

_____

Learning Activity 18

What impact did urban immigrants and migrants have on American theater, music, and art at the turn of the century?

THEMES

Contributions; Culture/Diversity

BACKGROUND

The influx of European immigrants as well as African-American and other migrants to the cities in the late nineteenth century had a profound effect on the cultural development of the United States. At a time when an increasingly affluent society in the industrialized cities desired to be "cultured," the newcomers helped to meet that need.

Yiddish theater began in Europe with troupes of traveling minstrels, acrobats, and singers. In the United States, Jewish immigrants, whose lives were often harsh, loved the vivid spectacle and exaggerated melodrama. Some plays sentimentalized the old country; some recalled persecutions and pogroms; other plays dealt with problems of adjustment in the new country. From the Yiddish theater tradition came burlesque, vaudeville and, eventually, the movie industry.

By 1898, ragtime music had become all the rage in the United States and Scott Joplin, an African-American composer and pianist born in Texarkana, Texas, became one of the most famous ragtime composers. Ragtime, a blend of rural African-American music and the music of European composers, led to the development of jazz, blues, and other popular musical forms of the twentieth century.

In the early 1900s, several young artists were drawn together by a belief that American art was due for a big change. One of their leaders, George Bellows, who had moved from his home in Ohio to New York City, put it this way: "Life and art cannot be separated." Unlike the subjects that other artists of the time were painting, Bellows and his colleagues painted life in the big city—the dirty backyards of apartment houses, the crowded streets, the energy of the people. Dubbed by critics "the Ash Can School," the realism of Bellows and others in his circle influenced future generations of artists.

MAJOR IDEA

- International migrations often resulted in CULTURAL diffusion.

CONCEPTS

- Change
- Culture
- Diversity

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the contributions of urban immigrants and migrants to American culture at the turn of the century.
- Draw conclusions about various urban communities from their cultural activities.
- Evaluate the contributions of urban immigrants and migrants to the development of American culture.

DEVELOPMENT

- Distribute Worksheet 18, "Newcomers' Culture in the Cities." Have students work in pairs to complete the exercise. After several students have read their "reviews" aloud to the rest of the class, have students explain their answers to the following questions:
  - — What does the worksheet tell us about the variety of arts and entertainment available in the cities at the turn of the century?
  - — How does ragtime's popularity at the turn of the century reflect the changes that were taking place in the situation of African-Americans?

— How did Yiddish theater meet the needs of Jewish immigrants in American cities? Why might Jewish immigrants have wanted to see a play entitled "The Persecution in Russia"? What meaning might the final scene of the play—with the stars and stripes —have had for the immigrants?

— Why do you think painters of city life at the turn of the century were called the "Ash Can School"?

— Why do you think George Bellows called this painting "Cliff Dwellers"?

— How do you explain the fact that the Armory Show caused a great deal of shock and criticism in 1913? If you were a New Yorker at that time, how would you have reacted?

— How much of an impact did immigrants and migrants to cities at the turn of the century have on the culture of the United States? Is the impact still being felt today in American music, art, and theater? Explain.

FOLLOW-UP ACTIVITIES

- Scott Joplin's music can be borrowed from the public library and played for the class.
- Students can research and report on the work of other artists of the Ash Can School. Visits may be made to museums, such as the Whitney Museum of American Art and the Metropolitan Museum of Art, where representative paintings are exhibited.
- Other artists of the period whose lives and work can become the focus of students' reports include:

Painters:
James McNeil Whistler
John Singer Sargent
Thomas Eakins
Winslow Homer

Writers:
Theodore Dreiser
Stephen Crane
Carl Sandburg
Mark Twain

Newcomers' Culture in the Cities

A turn-of-the-century newspaper would show the variety of entertainment available to audiences in American cities. As an editor for the "Arts and Entertainment" pages, write a "review" of one of the forms of cultural entertainment shown.

The Multicultural Mosaic

ARTS AND ENTERTAINMENT

THE RUSSIAN HEBREW COLONY has been thoroughly stirred during the past few weeks by a series of performances given at the Rumania Opera House, where a four-act play called *The Persecution in Russia* has been presented to large audiences of exiled Russian Hebrews recently driven from the czar's lands. They have rushed to the little playhouse in such numbers that standing room has been at a premium each evening.

Of the play itself it is somewhat difficult to find a title by which to fittingly describe it, for in its four acts and ten scenes one finds a mingling of music, mirth, comedy, tragedy and realism. Prison courtyards, dungeons, palaces, and other interesting places are made the scenes of such hair-raising happenings as terrible hand-to-hand battles, single combats and mysterious trials. Soldiers, priests, revolutionaries, detectives, lovely conspirators in red silk skirts, who sing patriotic songs and speak against the czar (amid tremendous applause from the audience) are ever providing excitement. At last in a great prison scene all come to violent deaths after a terrific ten minutes of active work with pistols, swords, and deadly poison. This absolutely horrifying climax is promptly followed by a parade of New York's foreign citizens, all in red, white, and blue, who are headed by a brass band playing "The Star-Spangled Banner." Then a final scene is formed: the Stars and Stripes wave as the curtain comes down amid a whirlwind of applause.

From *New York World*, Nov. 1, 1891, in *How We Lived*, Irving Howe and Kenneth Libo (New York: Richard Marek Publishers, 1979), p. 243. Libretto cover by Abraham Goldfaden, playwrite and founder of the Yiddish theater.

Scott Joplin, who grew up in rural Texas, entertained audiences across the United States with ragtime piano music, a forerunner of jazz. Ragtime was a blend of rural African-American music and the piano music of European composers.
(United Press International.)

Paintings by members of the "Ash Can School," showing city life as it really was, were exhibited at the New York Armory. *Cliff Dwellers* above was painted by George Bellows, who had moved from Ohio to New York City at the turn of the century. (George Wesley Bellows, *Cliff Dwellers*, Los Angeles County Museum of Art, Los Angeles County Fund.)

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ARTS AND ENTERTAINMENT

EDITOR'S REVIEW:

This reviewer recommends that audiences go see _____

_____

My reasons are as follows: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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_____

_____

_____

_____

_____

Learning Activity 19

Did the Progressives go far enough in seeking democratic reforms?

THEME

Struggle for Equality

BACKGROUND

The new reform movement that developed and spread across the United States in the years between 1900 and 1920 became known as the Progressive movement. The demands of the Progressives included many of the same reforms that earlier movements, such as Populism, had demanded. Among these were honest and democratic government, the regulation of big business, improvements in working conditions, and better housing and medical care for the poor.

The Progressive movement was broad and deep. Support came from lawyers, doctors, ministers, small-business owners, merchants, white-collar workers, social critics, and intellectuals. The movement was composed primarily of citizens who had been in the United States for many years, and who had been disturbed by the strife and violence of the 1890s. They disliked the city political bosses and distrusted big business. The Progressives believed that government could no longer maintain a laissez faire attitude toward big business and had a responsibility to be the guardian of the American people against the power of big business.

Interestingly enough, the two groups one might assume would benefit most from Progressivism, e.g., African-Americans and immigrants, received little direct help from the reformers. Ironically, immigrants depended heavily on the political bosses, who were a major target of the reformers.

MAJOR IDEAS

- Conservative interpretations of the Constitution limited the federal government's involvement in the regulation of the nation's economy and limited the passage of socially progressive legislation.
- Reaching an ideal democracy is an ongoing process of improving our nation.

CONCEPTS

- Change
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss the abuses of industrial society that gave rise to the Progressive movement.
- Identify muckrakers such as Jacob Riis, Upton Sinclair, Lincoln Steffens, and Ida Tarbell.
- Evaluate whether the agenda of the Progressives went far enough in seeking democratic reform.

DEVELOPMENT

- Engage the class in a cooperative learning activity, using the jigsaw variation. Divide the class into five groups. To one group distribute Worksheet 19A, "Tenements in New York City." To another group distribute Worksheet 19B, "Abuses in the Meat-Packing Industry." To the third group distribute Worksheet 19C, "Abuses in City Government." To the fourth group distribute Worksheet 19D, "Working Conditions for Women and Children." And to the last group distribute Worksheet 19E, "Abuses of Big Business."
- Instruct each group to read its assigned selection and work together to complete the exercise on the worksheet.
- "Jigsaw" groups by forming new groups consisting of one student from each of the original groups. (Numbers should be adjusted depending on class size.)
- Instruct students in the newly formed groups to teach each other the material previously examined while in the first group.
- Have students in each group rank the five problems represented on their worksheets in

the order in which they should have received the government's priority in the early 1900s.

- Instruct group members to role-play a muckraker and prepare written testimony to be delivered before a Congressional subcommittee investigating societal problems in 1910.
- One or two groups might enact the hearing as the class looks on.
- Finally, have students explain their answers to the following questions:
  - — What did this activity tell us about the reforms called for in the early years of the twentieth century?
  - — What political, economic, and social ills did these reformers address?
  - — Why did these reformers become known as Progressives?
  - — Why do you think President Theodore Roosevelt called the Progressives "muckrakers"?
  - — In what ways did industrialization create or aggravate the problems discussed in the readings?
  - — What do you suppose writers like Steffens, Tarbell, and Sinclair hoped to gain by exposing social problems in magazines and books? Was this an effective way to call attention to these problems?
  - — Did the Progressives go far enough in seeking democratic reforms? What social ills in early twentieth-century America did the Progressives fail to address?
  - — How do you explain the Progressives' choice of agenda?
  - — Who are the reformers on the American scene today? How can their agendas be explained?

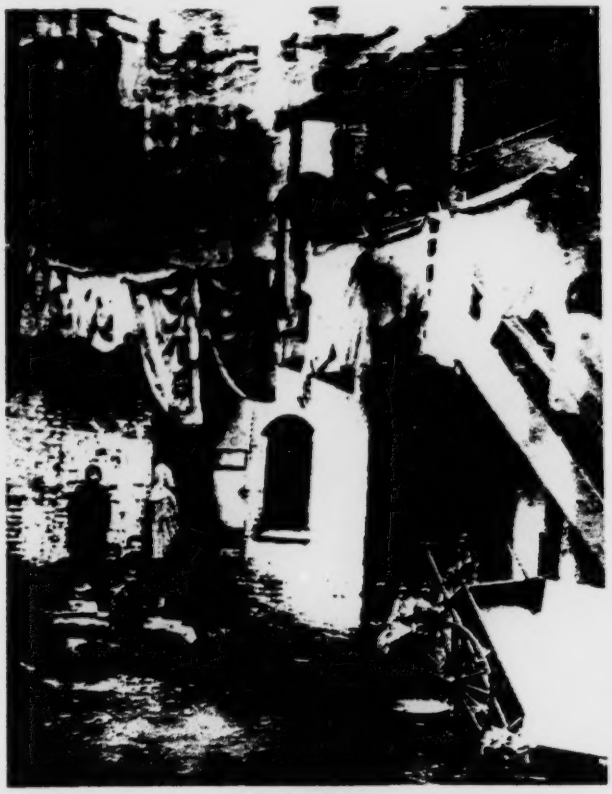
FOLLOW-UP ACTIVITIES

- Have students role-play a discussion among various reformers of the Progressive era, e.g., Jacob Riis speaking with Florence Lucas Sandville; Upton Sinclair talking to Lincoln Steffens.
- Students may create a bulletin board display on "Muckrakers of Today."

Tenements in New York City

In *How the Other Half Lives*, Jacob Riis, a Danish immigrant who came to the United States in 1870, exposed the slum conditions in New York City tenement buildings using both the written word and the newly invented camera. Read his account and list the social ills described.

Lest anybody flatter himself with the idea that these were evils of a day that is happily past and may safely be forgotten, let me mention here three very recent instances of tenement-house life that came under my notice. One was the burning of a rear house in Mott Street. The fire made homeless ten families, who had paid an average of $5 a month for their mean little cubby-holes. The owner himself told me that it was fully insured for $800, though it brought him in $600 a year rent. He evidently considered himself especially entitled to be pitied for losing such valuable property.



Another was the case of a hard-working family of man and wife, young people from the old country, who took poison together in a Crosby Street tenement because they were "tired." There was no other explanation, and none was needed when I stood in the room in which they had lived. It was in the attic with sloping ceiling and a single window so far out on the roof that it seemed not to belong to the place at all. With scarcely room enough to turn around in they had been forced to pay five dollars and a half a month in advance.

The third instance was that of a colored family of husband, wife, and baby in a wretched rear rookery in West Third Street. Their rent was eight dollars and a half for a single room on the top-story, so small that I was unable to get a photograph of it even by placing the camera outside the open door. Three short steps across either way would have measured its full extent.

Adapted from *How the Other Half Lives*, Jacob Riis. Originally published 1890. Photo: *The Baxter Street Court, 22 Baxter Street*. The Jacob A. Riis Collection, #108, Museum of the City of New York.

EXERCISE

List three social problems exposed by Jacob Riis:

1. _____
2. _____
3. _____

BEST COPY AVAILABLE

Abuses in the Meat-Packing Industry

Upton Sinclair, in his best-selling book *The Jungle*, described conditions in the meat-packing industry. Read and list the abuses described.

There was never the least attention paid to what was cut up for sausage; there would come all the way back from Europe old sausage that had been rejected and that was mouldy and white—it would be dosed with borax and glycerine, and dumped into the hoppers, and made over again for home consumption. There would be meat that had tumbled out on the floor, in the dirt and sawdust, where the workers had tramped and spit uncounted bullions of consumption germs. There would be meat stored in great piles in rooms; and the water from leaky roofs would drip over it, and thousands of rats would race about on it. It was too dark in these storage places to see well, but a man could run his hand over these piles of meat and sweep off handfuls of the dried dung of rats. These rats were nuisances, and the packers would put poisoned bread out for them, they would die, and then rats, bread, and meat would go into the hoppers together... the meat would be shovelled into carts, and the man who did the shovelling would not trouble to lift out a rat even when he saw one—there were things that went into the sausage in comparison with which a poisoned rat was a tidbit.

There was no place for the men to wash their hands before they ate their dinner, and so they made a practice of washing them in the water that was to be ladled into the sausage. There were the butt-ends of smoked meat, and the scraps of corned beef, and all the odds and ends of the waste of the plants, that would be dumped into old barrels in the cellar and left there. Under the system of rigid economy which the packers enforced, there were some jobs that it only paid to do once in a long time, and among these was the cleaning out of the waste barrels. Every spring they did it; and in the barrels would be dirt and rust and old nails and stale water—and cart load after cart load of it would be taken up and dumped into the hoppers with fresh meat, and sent out to the public's breakfast. Some of it they would make into "smoked" sausage—but as the smoking took time, and was therefore expensive, they would call upon their chemistry department, and preserve it with borax and color it with gelatine to make it brown. All of their sausage came out of the same bowl, but when they came to wrap it they would stamp some of it "special," and for this they would charge two cents more a pound.

From *The Jungle*, Upton Sinclair (New York: Berkley Publishing Group, 1991), pp. 135-136.

EXERCISE

What abuses in the meat-packing industry did Sinclair identify?

1. _____
2. _____
3. _____

Abuses in City Government

Lincoln Steffens, a leading muckraker, exposed the political corruption in American cities. Read the following excerpt from his autobiography. Then list some of the abuses in city government that Steffens implies.

When I went to Cincinnati... I sought out Boss Cox. His office was over his "Mecca" saloon, in a mean little front hall room one flight up. The door was open. I saw a great hulk of a man, sitting there alone, his back to the door, his feet up on the window sill; he was reading a newspaper. I knocked; no response. I walked in; he did not look up.

"Mr. Cox?" I said.

An affirmative grunt.

"Mr. Cox, I understand that you are the boss of Cincinnati."

Slowly his feet came down, one by one. They slowly walked his chair around, and a stolid face turned to let two dark, sharp eyes study me. While they measured, I gave my name and explained that I was "a student of politics, corrupt politics, and bosses." I repeated that I had heard he was the boss of Cincinnati. "Are you?" I asked.

"I am," he grumbled in his hoarse, throaty voice.

"Of course you have a mayor, and a council, and judges?"

"I have," he admitted, "but"—he pointed with his thumb back over his shoulder to the desk — "I have a telephone, too."

"And you have citizens, too, in your city? American men and women?"

He stared a long moment, silent, then turned heavily around back to his paper. That short interview was a summary of the truth about Cincinnati.

From *The Autobiography of Lincoln Steffens*, copyright 1931 by Harcourt Brace Jovanovich, Inc. and renewed 1959 by Peter Steffens. Reprinted by permission of the publisher.

EXERCISE

List abuses in city politics suggested by Lincoln Steffens.

1. _____
2. _____
3. _____

Working Conditions for Women and Children

The journalist Florence Lucas Sanville worked in a Pennsylvania silk mill to gather facts for the following article that appeared in *Harper's* Magazine in 1910. Read the excerpt and list the abuses that the author identifies.

The length of a factory girl's work-day varies from a legal limit of eight hours in one or two advanced states to ten, eleven, or twelve in less enlightened communities; and in some states where the law still fails to protect its women from industrial exploitation the hours are regulated only by the needs of the industry.

In Pennsylvania the law prescribes a limit of twelve hours daily and sixty hours weekly for women over eighteen; for girls under that age the law restricts this further to fifty-eight hours a week and an average of ten hours a day. But in the factories scattered through the villages and small mining towns, in which great numbers of young girls are employed—such as are established by the silk industry—I found in a period of industrial depression that over half of the mills were working ten and a half to eleven hours a day.

One of the silk factory workers I met was Lena R., a thin-shouldered, anaemic-looking girl, with a sweet, bright face. She looked so young that I asked her age. "I'll be fourteen in the winter," she replied, and added that she had been doing night work since she was eleven.

One of the most striking evils in the physical environment of women in the factories is the lack of seats. Very few mills provide the seats which are required by the Pennsylvania law. The harmful effect of continuous standing upon young and growing girls is too well established a fact to require any explanation. I could always detect the existence of this rule by a glance at the stocking feet of the workers, and at the rows of discarded shoes. For after a few hours the strain upon the swollen feet becomes intolerable, and one girl after another discards her shoes.

Another harsh and very common practice of employers is to cover the lower sashes of the windows with paint, and to fasten them so that they cannot be raised in hot weather. This is done so that the girls "don't waste time looking out."

From "A Woman in the Pennsylvania Silk Mills," *Harper's* Magazine (April 1910), pp. 651-662, passim. Copyright 1910 by Harper & Brothers.

EXERCISE

List three abuses in the silk factories that Florence Sanville identified.

1. _____
2. _____
3. _____

BEST COPY AVAILABLE

Abuses of Big Business

Ida Tarbell described the techniques used by industrialists such as John D. Rockefeller to build up his business, Standard Oil.

The success the firm of Rockefeller and Andrews achieved after Rockefeller went into it was explained for three or four years mainly by his extraordinary ability for bargaining and borrowing. Then the corporation's chief competitors began to suspect something. John Rockefeller might get his oil cheaper now and then, they said, but he could not do it often. He might have an unusual genius in his partner. But these things could not explain all. They believed they bought, on the whole, almost as cheaply as he, and they knew they made as good oil and with as great, or nearly as great, economy. Where was his advantage? There was but one place where it could be, and that was in transportation. He must be getting better rates from the railroads than they were....

Very often people who admit the facts, who are willing to see that Mr. Rockefeller has used force and fraud to meet his goals, justify him by saying "It's business." "It's business" has come to be an excuse for hard dealing, sly tricks, special privileges. It is a common enough thing to hear men arguing that the ordinary laws of right and wrong do not apply in business.

Now, if the Standard Oil Company were the only business in the country guilty of the practices which have given it monopolistic power, this story never would have been written. Were it alone in these methods, public anger would long ago have destroyed the Standard Oil Company.

But it is simply the most obvious example of what can be done by these practices. The methods it employs are employed by all sorts of business men, from corner grocers up to bankers.

If exposed, they are excused on the ground that this is business. If the point is pushed, frequently the defender of the practice falls back on the Christian doctrine of charity, and points that we are only human and must allow for each other's weaknesses!—an excuse which, if carried to its conclusion, would leave our business men weeping on one another's shoulders over human frailty while they picked one another's pockets.

Adapted from *The History of the Standard Oil Company*, Volume 2, Ida M. Tarbell (New York: McClure, Phillips & Co., 1904), pp. 44-46, 287-288.

EXERCISE

List the abuses of Standard Oil, suggested by Ida Tarbell.

1. _____
2. _____
3. _____

Learning Activity 20

Did the Supreme Court sanction Jim Crow legislation by the states?

THEME

Struggle for Equality

BACKGROUND

Progressive reforms failed to improve life for most African-Americans. Rarely were the problems they faced discussed, nor was the violence against African-Americans widely condemned.

Throughout most of the Progressive Era, the majority of African-Americans lived in the rural South—most living in poverty as sharecroppers. Few Blacks working in industry belonged to labor unions and they almost always earned less than whites doing the same jobs. "Jim Crow" laws discriminated against African-Americans by setting aside separate facilities for them in public facilities such as railroad cars, hospitals, and schools. But the Supreme Court in the 1896 case of *Plessy v. Ferguson* maintained that segregation was not necessarily illegal so long as the separate accommodations were equal. Southern states then passed many "separate but equal" laws to enforce segregation in all areas of life; however, the separate facilities for African-Americans were rarely equal to those for whites.

The only Supreme Court justice to dissent from the Plessy decision was John Harlan. His famous dissent in *Plessy v. Ferguson* was quoted in the early 1950s by lawyers for the NAACP in their successful attack on racial segregation (*Brown v. Board of Education*).

MAJOR IDEAS

- Although Progressivism made life more democratic for some Americans, it brought few changes for African-Americans.
- The Supreme Court's traditional interpretation of the Constitution promoted segregation by allowing the states to deny African-Americans their human rights.

CONCEPTS

- Citizenship
- Human Rights
- Identity

PERFORMANCE OBJECTIVES

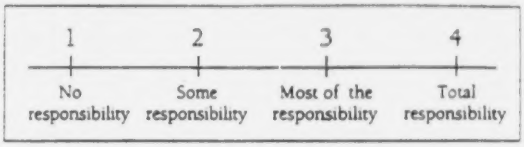
Students will be able to:

- Discuss the effects of Jim Crow legislation on the everyday lives of African-Americans.
- Analyze the impact of the *Plessy v. Ferguson* decision on the ability of states to maintain segregation.
- Evaluate the role of the federal government in promoting Jim Crow legislation.

DEVELOPMENT

- Distribute Worksheet 20A, "Jim Crow in the Nation's Capital." Have students read the excerpt and complete the exercise; then have them explain their answers to the following questions:
  - — What does Mary Church Terrell's description tell us about the situation for African-Americans in our nation's capital in 1907?
  - — How did Jim Crow laws affect the everyday lives of African-Americans?
  - — If you were in Mary Church Terrell's place, how would you have felt about being forced to sit in Jim Crow cars set aside for African-Americans, stay in a boarding house for African-Americans only, etc.?
  - — What was the fate of African-Americans who refused to submit to Jim Crow?
  - — How do you explain the fact that in 1907 such segregation was legal in our nation's capital?

- Distribute Worksheet 20B, "*Plessy v. Ferguson*." Have students read the facts of the case and, in pairs or triads, assume the role of Supreme Court justices in 1896. Students should then try to arrive at a decision and state the reasons for their decision on the worksheet.
- Have several groups report their decisions and then distribute Worksheet 20C, "The Supreme Court's Decision."
- Have students read the worksheet; then have them explain their answers to the following questions:
  - — How did the Supreme Court of the United States rule on the rights of African-Americans in the *Plessy* case of 1896?
  - — In *Plessy*, how did the Court interpret the Fourteenth Amendment guarantee to "equal protection of the laws"?
  - — Do you agree with Justice Brown's majority opinion that segregation laws do not stamp Blacks with "a badge of inferiority"?
  - — What do you think "equal protection of the laws" means?
  - — How does the *Plessy* decision help explain the situation that Mary Church Terrell faced living in Washington, D.C., in 1907?
  - — To what degree was the federal government responsible for the Jim Crow legislation passed by the states? Explain.
- Have students rate the federal government's responsibility for Jim Crow on the following scale, which can be drawn on the chalkboard:



- Distribute Worksheet 20D, "Justice Harlan's Dissent." Have students read, complete the exercise, and explain their answers to the following questions:
  - — Why did Justice Harlan dissent from the *Plessy* decision?
  - — How do you explain the fact that in 1954 lawyers for the NAACP quoted Justice Harlan in their successful attack on racial segregation in public schools?
  - — Over time, how important was Justice Harlan's opinion?

Jim Crow in the Nation's Capital

Mary Church Terrell, an African-American leader who worked in the suffrage movement, describes her experiences in Washington, D.C., in the year 1907. "Jim Crow" is the name given to thousands of state laws, local ordinances, and local customs that kept African-Americans from opportunities open to whites.

For fifteen years I have resided in Washington. As a colored woman I might enter Washington any night, a stranger in a strange land, and walk miles without finding a place to lay my head. Unless I happened to know colored people who live here or ran across a chance acquaintance who could recommend a colored boarding-house to me, I should be obliged to spend the entire night wandering about.

As a colored woman I may walk from the Capitol to the White House, ravenously hungry and abundantly supplied with money with which to purchase a meal, without finding a single restaurant in which I would be permitted to take a morsel of food, if it was patronized by white people, unless I were willing to sit behind a screen. As a colored woman I cannot visit the tomb of the father of this country which owes its very existence to the love of freedom in the human heart and which stands for equal opportunity to all, without being forced to sit in the Jim Crow section of an electric car which starts from the very heart of the city—midway between the Capitol and the White House. If I refuse thus to be humiliated, I am cast into jail and forced to pay a fine for violating the Virginia laws. Every hour in the day Jim Crow cars filled with colored people, many of whom are intelligent and well to do, enter and leave the national capital.

Unless I am willing to engage in a few menial occupations, in which the pay for my services would be very poor, there is no way for me to earn an honest living, if I am not a trained nurse or a dressmaker or can secure a position as teacher in the public schools, which is exceedingly difficult to do. It matters not what my intellectual attainments may be or how great is the need of the services of a competent person, if I try to enter many of the numerous vocations in which my white sisters are allowed to engage, the door is shut in my face.

From "What It Means to Be Colored in the Capital of the United States," Mary Church Terrell, in *The Independent*, LXII (January 24, 1907), pp. 181-182.

EXERCISE

List below as many examples of Jim Crow as you can find in Mary Church Terrell's description of Washington, D.C. Next to each, briefly explain how you would feel if you were in her place.

	Examples of Jim Crow	How the Law Would Make You Feel
1.		
2.		
3.		

Plessy v. Ferguson

The case described below shaped for decades the federal government's role with respect to segregation laws passed by the states. Pretend that you are Supreme Court justices in 1896 and the following case has come before you. Read the summary. Check YES or NO to the question that follows and state your reasons on the lines below.

The Case of *Plessy v. Ferguson*

Despite the Louisiana law, Homer Plessy had made up his mind. On June 2, 1892, he bought a first-class ticket on the East Louisiana Railway for a train going from New Orleans to Covington—on the opposite side of Lake Pontchartrain. Plessy, a creole octoroon ($\frac{1}{8}$ African) who could have been mistaken for white, walked through the railroad station and out past the car marked "for coloreds only." When he came to the coach marked "for whites only," he boarded it and eased into a vacant seat. This small act would lead to an historic Supreme Court case, one that would fix racial patterns for half a century.

Striding up to Plessy, the conductor asked him to leave the coach and go to the one assigned to "coloreds only." Plessy refused to move. The conductor left and returned with a police officer. Forcibly removed from the coach, Plessy was taken to the New Orleans jail and charged with violating an 1890 law passed by the Louisiana General Assembly. The law read: "All railway companies carrying passengers in their coaches in this state shall provide equal but separate accommodations for the white and colored races. . . . No person or persons shall be permitted to occupy seats in coaches other than the ones assigned to them, on account of the race they belong to."

Plessy had taken a seat on the "whites only" coach because he felt entitled to every right and privilege given white citizens. In court he argued that the Louisiana law had denied him "equal protection of the laws" under the Fourteenth Amendment. The Louisiana court, however, upheld the constitutionality of the statute. Afterwards, Plessy appealed to the Supreme Court.

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EXERCISE

Are state laws segregating people by race on railway coaches in violation of the Fourteenth Amendment to the Constitution, which guarantees "equal protection of the laws"?

☐ YES ☐ NO Your reasoning: _____

_____

_____

_____

_____

_____

The Supreme Court's Decision

Now read an adaptation of the Supreme Court's very famous decision written by Justice Henry Brown in 1896. Use the space provided below to summarize the major points of the decision.

The purpose of the Fourteenth Amendment is to enforce the equality of the two races—but only before the law. It is not intended to enforce social equality.

The Louisiana legislature is free to make reasonable laws of this sort under the state's police powers. And in deciding what is reasonable, the legislature can take into account the customs and traditions of the people, as well as the preservation of the public peace and good order.

The Court disagrees with Homer Plessy's argument that segregation, or enforced separation of the races, stamps the colored race with a badge of inferiority. If this were true, it is not because of anything found in the law, but just because the colored race chooses to believe it. This argument also assumes that prejudices may be overcome by laws and that equal rights cannot be secured for the Negro except by an enforced mixing of the two races. The Court rejects this assumption. If the two races are to meet as social equals, it must be the result of appreciation of each other's merits and it must be voluntary. For these reasons, the Court upholds Louisiana's "equal but separate" law and rules against Homer Plessy.

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SUMMARY OF *PLESSY* DECISION

Point #1: _____

_____

Point #2: _____

_____

Point #3: _____

_____

Justice Harlan's Dissent

Justice John Marshall Harlan was the only Supreme Court justice to vote against the *Plessy* decision. Read the following excerpts from his dissenting opinion, and try to explain each in your own words.

A. "In the view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. Our Constitution is color-blind. In respect of civil rights, all citizens are equal before the law."

Justice Harlan means: _____

_____

_____

_____

B. "It is, therefore, to be regretted that this high tribunal has reached the conclusion that it is competent for a State to regulate the enjoyment by citizens of their civil rights solely on the basis of race...."

Justice Harlan means: _____

_____

_____

_____

C. "The arbitrary separation of citizens, on the basis of race, while they are on a public highway, is a badge of servitude wholly inconsistent with the civil freedom and the equality before the law established by the Constitution. It cannot be justified upon any legal grounds."

Justice Harlan means: _____

_____

_____

_____

Learning Activity 21

How should African-Americans at the turn of the century have responded to racism?

THEME

Struggle for Equality

BACKGROUND

Booker T. Washington was the leading voice of African-Americans from 1890-1915. Founder of the Tuskegee Institute in Alabama, Washington stressed patience, vocational training, and conciliation as the paths that African-Americans should take to achieve progress. Although he spoke out against discrimination, Washington was sharply challenged by W. E. B. DuBois, an African-American who had earned a Ph.D. at Harvard. DuBois wrote, spoke, and demonstrated against the injustice and inequalities that African-Americans faced. He argued that Blacks should fight for educational opportunities, civil rights, and political power. DuBois was one of the founders of the National Association for the Advancement of Colored People (NAACP), formed to combat racism, voting restrictions, and social injustice.

MAJOR IDEAS

- While prosperity reinforced the national image of the United States as a special place with the resources to solve almost any problem, some groups in society shared the vision but lacked the resources to make it a reality.
- The views of Booker T. Washington and W. E. B. DuBois on how African-Americans should respond to prejudice and discrimination represent a controversy that is still alive today.

CONCEPTS

- Choice
- Human Rights
- Justice

PERFORMANCE OBJECTIVES

Students will be able to:

- Compare and contrast the positions of Washington and DuBois on how African-Americans should combat racism.
- Discuss the formation of the NAACP and DuBois's role in that organization.
- Take and defend a position on how African-Americans should have responded to racism at the turn of the century.

DEVELOPMENT

- Distribute Worksheet 21A, "Combatting Racism: Two Views." Explain to the class that each member of the pair will read one view, either that of Booker T. Washington or W. E. B. DuBois. Have students work in pairs to cooperatively complete the exercise
- After students have completed the exercise, have them explain their answers to the following questions:
  - — What do these selections tell us about the responses of African-Americans to racism at the turn of the century?
  - — According to Booker T. Washington, what actions should African-Americans take to achieve equality?

- How do W. E. B. DuBois's views compare with Washington's?
- How do you account for the differences in their thinking?
- If you lived at that time, with whom do you think you would have agreed? Why?
- Does the controversy between Washington and DuBois still exist today?

- Distribute Worksheet 21B, "NAACP—Call for Membership." Have students complete the exercise; then have them explain their answers to the following questions:
  - What do we learn from this "appeal" about the problems of African-Americans in 1912? Explain.
  - Why do you suppose W. E. B. DuBois started the NAACP?
  - How do you account for DuBois's success in rallying people to his cause?
  - Was the formation of an organization like the NAACP an effective way to overcome the problems that African-Americans faced? Explain.

FOLLOW-UP ACTIVITIES

- Have students research some of the Supreme Court cases that the NAACP has initiated or participated in to end discrimination (e.g., *Brown v. Board of Education*).
- Have students role-play a debate between Booker T. Washington and W. E. B. DuBois on how African-Americans should respond to racism.

Combatting Racism: Two Views

Booker T. Washington

Booker T. Washington, enslaved from birth, founded the Tuskegee Institute in Alabama and was a leading voice of the African-American community from 1890-1915, and an adviser to Presidents Theodore Roosevelt and William Howard Taft. After reading his speech before the Atlanta Exposition in 1895, work with your partner to complete the exercise that follows.

A ship lost at sea for many days suddenly sighted a friendly vessel. From the mast of the unfortunate vessel was seen a signal, "Water, water, we die of thirst!" The answer from the friendly vessel at once came back, "Cast down your bucket where you are." A second time the signal, "Water, water; send us water!" ran up from the distressed vessel, and was answered, "Cast down your bucket where you are." And a third and fourth signal for water was answered, "Cast down your bucket where you are." The captain of the distressed vessel, at last heeding the injunction, cast down his bucket, and it came up full of fresh, sparkling water from the mouth of the Amazon River. To those of my race who depend on bettering their condition in a foreign land or who underestimate the importance of cultivating friendly relations with the Southern white man, who is their next-door neighbor, I would say "Cast down your bucket where you are"—cast it down in making friends in every manly way of the people of all races by whom we are surrounded.

Cast it down in agriculture, mechanics, commerce, in domestic service, and in the professions. And in this connection it is well to bear in mind that whatever other sins the South may be called to bear, when it comes to business, pure and simple, it is in the South that the Negro is given a man's chance in the commercial world, and in nothing is this Exposition more eloquent than in emphasizing this chance.

Our greatest danger is that in the great leap from slavery to freedom we may overlook the fact that the masses of us are to live by the productions of our hands, and fail to keep in mind that we shall prosper in proportion as we learn to dignify and glorify common labor and put brains and skill into the common occupations of life. . . . No race can prosper till it learns that there is as much dignity in tilling a field as in writing a poem. It is at the bottom of life we must begin, and not at the top. Nor should we permit our grievances to overshadow our opportunities....

The wisest among my race understand that the agitation of questions of social equality is the extremest folly, and that progress in the enjoyment of all the privileges that will come to us must be the result of severe and constant struggle rather than of artificial forcing. No race that has anything to contribute to the markets of the world is long in any degree ostracized. It is important and right that all privileges of the law be ours, but it is vastly more important that we be prepared for the exercise of these privileges. The opportunity to earn a dollar in a factory just now is worth infinitely more than the opportunity to spend a dollar in an opera house.

From *Up from Slavery: An Autobiography*, Booker T. Washington, 1901.

W. E. B. DuBois

W. E. B. DuBois, an African-American scholar, educator, and one of the founders of the National Association for the Advancement of Colored People (NAACP), had strong views on race relations and discrimination. After reading his response to Booker T. Washington, work with your partner to complete the exercise that follows.

It has been claimed that the Negro can survive only through submission. Mr. Washington distinctly asks that black people give up, at least for the present,

First, political power,

Second, insistence on civil rights,

Third, higher education of Negro youths,

and concentrate all their energies on industrial education, the accumulation of wealth, and the conciliation of the South. As a result of this tender of the palm-branch, what has been the return? In these years since Booker T. Washington's Atlanta speech there have occurred:

1. The disenfranchisement of the Negro.
2. The legal creation of a distinct status of civil inferiority.
3. The steady withdrawal of aid from institutions for the higher training of the Negro.

These movements are not, to be sure, direct results of Mr. Washington's teachings; but his propaganda has, without a shadow of doubt, helped their speedier accomplishment.

Negroes do not expect that the free right to vote, to enjoy civic rights, and to be educated will come in a moment. They do not expect to see the bias and prejudices of years disappear at the blast of a trumpet; but they are absolutely certain that the way for a people to gain their reasonable rights is not by voluntarily throwing them away and insisting that they do not want them. They know that the way for a people to gain respect is not by continually belittling themselves. They believe, on the contrary, that Negroes must insist continually that voting is necessary to proper manhood, that color discrimination is barbarism, and that black boys need education as well as white boys.

So far as Mr. Washington preaches Thrift, Patience, and Industrial Training for the masses, we must hold up his hands and strive with him. But so far as Mr. Washington apologizes for injustice, North or South, does not rightly value the privilege and duty of voting, and opposes the higher training and ambition of our brighter minds—we must firmly oppose him. By every civilized and peaceful method we must strive for the rights which the world accords to men, strongly clinging to those great words of the Founding Fathers: "We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."

Adapted from *The Souls of Black Folk*, W. E. B. DuBois, 1903.

EXERCISE

Issue	Booker T. Washington	W. E. B. DuBois
Actions to achieve equality		
Education of African-American youth		
Way to gain respect		

I have helped my partner understand the viewpoint that I read and can explain the reasons for the answers that are written on this chart.

_____ _____

signature *signature*

NAACP—Call for Membership

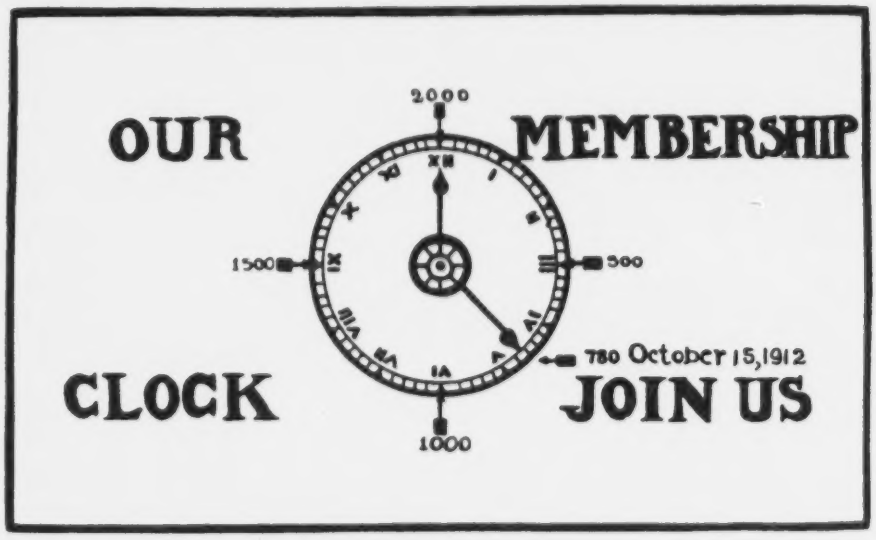
W. E. B. DuBois appealed for members to join the National Association for the Advancement of Colored People (NAACP) in his journal *The Crisis*. After reading this appeal, write a letter to the editor of *The Crisis*, indicating how you feel about the plans of the NAACP to organize to attack discrimination.

THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE

OFFICES: 26 Vesey Street, New York. Incorporated May 25, 1911

This year we shall attack segregation laws, investigate lynching, defend the Negro in his civi rights, protest unceasingly against race discrimination.

We want 2,000 members January 1, 1913. Watch the clock!



MEMBERSHIP BLANK

I hereby accept membership in the NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE.

Please find enclosed_____dollars and enter my name as a member in Class _____paying $_____ a year, and send me THE CRISIS.

Name_____

Address_____

Class 1. Life Members, paying $500.
Class 2. Donors, paying $100 per year.
Class 3. Sustaining Members, paying $25 per year.
Class 4. Contributing Members, paying $10, $5 or $2 per year.
Class 5. Associate Members, paying $1 per year.

The subscription to THE CRISIS is $1 extra, except to members paying $5 or more, who signify their wish that $1 of their dues be considered a CRISIS subscription.

All members in good standing have the privilege of attending and voting at the Annual Conference of the Association.

PLEASE MAKE CHECKS PAYABLE TO NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE, 26 VESEY STREET, NEW YORK CITY.

Mention THE CRISIS.

BEST COPY AVAILABLE

Learning Activity 22

How did the Triangle Shirtwaist factory fire become a symbol for labor reform during the Progressive Era?

THEME

Struggle for Equality

BACKGROUND

At the beginning of this century, thousands of young women, mostly immigrants, were employed in New York's garment industry. For their week's work of 56 hours, Monday through Saturday, they were paid six dollars. Many had to "rent" the sewing machines they used and pay for the electricity. They could be fined for making mistakes, talking, or other infractions. Usually, they were supervised by men. Overcrowding, poor ventilation, and lack of safety standards made their work difficult and dangerous.

In 1909 some women went on strike, supported by the International Ladies' Garment Workers Union and the Women's Trade Union League. A young Jewish worker, Clara Lemlich, who had been injured on the picket line, called for a general strike, and 20,000 women walked out the next day. Because New York's garment workers were primarily Jewish and Italian, Jewish workers learned enough Italian, and Italian workers enough Yiddish, to enable them to better organize the women. Although over 300 companies accepted the strikers' demands, many did not, and the refusal of one such firm was to lead to tragedy.

The Triangle Shirtwaist factory fire was investigated by a young social worker, Frances Perkins, who was to become Secretary of Labor in the 1930s. Through her efforts and the work of others, including a young state senator named Franklin Delano Roosevelt, laws were passed limiting the work of women to 54 hours a week, prohibiting labor by children under 14, and improving safety regulations for factory workers.

MAJOR IDEAS

- Reaching an ideal democracy is an ongoing process of improving our nation.
- Those in POWER usually resist attempts to CHANGE the power structure.

CONCEPTS

- Change
- Justice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the causes and results of the Triangle Shirtwaist factory fire.
- Describe the role that women played in the movement for labor reform.
- Discuss how the Triangle Shirtwaist factory fire became a symbol for labor reform during the Progressive Era.

DEVELOPMENT

- Distribute Worksheet 22A, "The Triangle Shirtwaist Factory Fire." Have students read and complete the exercise.
- Ask students to share their "news stories" and notice any differences in the reports. Discuss with students how a person's perspective and beliefs can influence how he or she interprets the facts of a given event.
- Then have students explain their answers to the following questions:
  - — What happened at the Triangle Shirtwaist factory?
  - — What conditions in the building contributed to the great loss of life?

BEST COPY AVAILABLE

— Why did such hazardous conditions exist in the factory?

— Why did women continue to work under those conditions?

— If you had been a lawmaker in the early 1900s, would the Triangle Shirtwaist factory fire have influenced you? Explain.

- Distribute Worksheet 22B, "The Union President Speaks." Have students read and complete the exercise. Have students share their letters and discuss them. Then have students explain their answers to the following questions:

  — What evidence is there here that the women at the Triangle Shirtwaist factory had tried earlier to win improved working conditions?

  — How do you explain the fact that after news of the Triangle Shirtwaist factory fire swept the nation, the tragedy became a national symbol for labor reform?

FOLLOW-UP ACTIVITIES

- Have students work in pairs to brainstorm a list of laws or reforms that they would have proposed after the fire if they had been lawmakers in 1911.

- Have the class stage a grand jury hearing to determine whether criminal charges should be brought against the owners of the factory, Harris and Blanck. Ask for volunteers to take the roles of Harris, Blanck, union president Dreier, and a factory worker who survived the fire. Select another student to serve as an assistant district attorney whose job it will be to question the witnesses. Have the rest of the class act as grand jury members whose task it will be to decide whether an indictment should be brought. If the decision is in the affirmative, have the class actually write the charge.

The Triangle Shirtwaist Factory Fire

In March 1911, a devastating fire took place in New York City at the Triangle Shirtwaist factory. This tragedy drew attention to the dangerous labor conditions that emerged from industrialization.

Imagine that the notes below belong to a reporter who was at the scene covering the fire. First, organize these notes by arranging them in categories, for example, "conditions in the factory," "results of the fire." Then use the notes to write an article describing the incident.

- 600 young women trapped
- 141 people die
- street covered with bodies
- elevators stuck
- 46 young women jump to their deaths, many holding hands
- fire escape doors locked
- passing students help with rescue
- building classified as "fireproof"
- crowd yelled, "Don't jump!"
- cause of fire is unknown
- victims mostly Italian and Jewish women
- owners of the firm, Harris and Blanck
- building had four recent fires
- no fire drills
- doors to stairways locked to "keep track of girls"
- sewing machines so close together—almost no aisle space
- floors littered with scraps of material which burned easily

The Multicultural Mosaic

1911

Headline: _____

_____

New York City: _____

_____

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The Union President Speaks

Two years before the Triangle Shirtwaist factory fire, factory workers in the garment industry went on strike. Miss Margaret Dreier, president of the Women's Trade Union League, who was arrested during the strike while doing picket duty in front of the Triangle Shirtwaist Company's factory, said that she recognized among the dead many who had picketed with her. Interviewed just after the fire, she said:

"The worst of all the firms we had to deal with was that of Harris & Blanck," Miss Dreier declared. When both sides had been wearied by the long struggle and it seemed they could get together, Mr. Blanck came to our representatives and pleaded with us that he had a business reputation to sustain—that he didn't want it to seem that we had beaten him into making changes. He said if we would only help him save face and let the girls go back, he would see that the improvements were speedily made and every sanitary regulation suggested was complied with.

"His words were reassuring. We thought he had seen the justice of our demands for decent working conditions. He was the largest man in the business, controlling factories in Newark and Philadelphia, as well as in New York. We trusted him, and let our girls go back...."

Ms. Dreier said that in every union shop, the girls were paid 60 cents a dozen for doing work for which the girls at the Triangle shop got 35 cents a dozen, and that it was because of this low rate that the girls were still at work at an hour when employees had left off work in nearly all the factories in the city.

"The poor Italian girl," she said, "has no conception when she first arrives, of how short a distance $6.00 a week will go in this country. She thinks the wage is fair; her more experienced sisters know that $10.00 a week is less than needed to keep decently alive. And there you have the game Harris & Blanck played—they exploited the newly arrived and unsophisticated and turned out those to whom they pledged that they would change conditions in their shop."

From *The New York Times*, March 27, 1911 (p. 8).

EXERCISE

Suppose Margaret Dreier had written you a letter to tell you that she believed it was her fault that the young women workers died, as she allowed them to return to work after the strike. Write a letter to Margaret Dreier expressing your opinion about who was most responsible for the tragedy.

Dear Ms. Dreier,

_____

_____

_____

_____

_____

_____

Sincerely,

_____

Learning Activity 23

How effective were the efforts of women in the temperance movement of the late nineteenth century?

THEME

Contributions

BACKGROUND

The national Women's Christian Temperance Union (WCTU), founded in 1874, was one of the first major women's organizations in the United States. As early as 1840, temperance workers such as Susan B. Anthony had sought to convince drinkers to swear off intoxicating beverages.

But "demon rum" was not the only enemy of the WCTU. Frances Willard, who led the organization for twenty years, was clear about the WCTU's desire to change the world. Poverty, physical abuse, child neglect, and desertion all stemmed, in the opinion of these women, from too much drink. By protecting the family from the influence of alcohol, they believed that crime, prostitution, and urban decay would all disappear.

The crusade of the WCTU was waged by women who invaded and closed thousands of saloons, exhorted liquor dealers to repent "in the name of our desolated homes, blasted hopes, ruined lives, widowed hearts, for the honor of our community."

The most famous crusader was Carrie Nation (1846-1911) who marched into saloons with an axe. However, most of the hundreds of thousands of women who joined the WCTU chose grassroots politicking over direct confrontation. Susan McKinney-Steward, a prominent African-American Brooklyn physician, and her sister, Sarah Garnet, a prominent New York teacher, were active in the WCTU. By 1914, the efforts of the WCTU and other organizations like the Anti-Saloon League resulted in the banning of alcoholic beverages in 23 states. When the United States entered World War I, prohibition took on new urgency and a patriotic tone. The public's support for banning liquor was such that in 1917 Congress passed the Eighteenth Amendment to the Constitution.

However, widespread violation of Prohibition occurred. Finally, in 1933, the Prohibition Era ended with the adoption of the Twenty-first Amendment, which repealed the Eighteenth Amendment.

MAJOR IDEAS

- Attempts to correct social ills marked the reform movements of the Progressive Era.
- The temperance movement provided an outlet for the energies and talents of women who were otherwise denied a role in the POLITICAL process.

CONCEPTS

- Change
- Political System
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the problems caused by alcoholism in the nineteenth century.
- Assess the efforts of women's groups in the temperance movement.
- Compare and contrast nineteenth-century substance abuse problems and solutions with such problems and solutions today.

DEVELOPMENT

- Distribute Worksheet 23A, "Temperance Poem." Read the poem aloud to the class, or select students to read portions aloud. Have students complete the exercise; then have them explain their answers to the following questions:
  - — What story does this poem tell about the effects of alcoholism on families?
  - — How does Willie respond to his father's alcoholism?

— How does his father react to Willie's involvement in the temperance movement?

— Why do you suppose this poem was used by members of the temperance movement? What purpose would it serve?

— Was alcoholism the cause of the problems of the poor? Or was it the result of the problems they faced? Explain.

- Distribute Worksheet 23B, "Temperance Movement Changes." Have students read the worksheet and complete the exercise; then have them explain their answers to the following questions:

— What do these selections tell us about the activities of the Women's Christian Temperance Union in 1873? In 1883?

— How was the temperance movement different in 1883 from its beginnings in 1873?

— Why do you suppose in 1873, "an axe was placed in the hands of women who had suffered most"? What do you think their lives were like?

— Were the women's actions in 1873 legal? Appropriate? Effective? Explain.

— Were the goals of women in 1883 to get laws passed banning liquor more appropriate? More effective?

— Can morality be legislated? Explain.

— How do the concerns of women in the WCTU compare with the concerns of women today?

— Do you agree that alcohol and other drugs are "humanity's most ancient and most accursed enemy"? Explain.

— How do efforts to solve substance abuse problems today compare with efforts in the nineteenth century?

- Tell students that when the United States entered WWI in 1917 the public's support for banning liquor was such that Congress passed the Eighteenth Amendment to the Constitution, making the sale of "intoxicating liquor" illegal. Ask:

— If you had lived at that time, how would you have reacted to Prohibition?

— How do you explain the fact that by 1933 the Twenty-first Amendment was passed to repeal the Eighteenth Amendment?

FOLLOW-UP ACTIVITIES

- Students can write poems or songs designed to discourage alcohol or drug abuse.
- Have students research and report on the serious problems in American life that Prohibition created, e.g., bootlegging, gang wars, "rackets."
- Organize a class debate on the controversy generated by African-American churches that have white-washed billboards that advertise cigarettes and liquor in their communities. Some ministers have urged a boycott of malt liquor beverages whose sales campaigns are directed at African-Americans.
- Students can research the goals and activities of contemporary groups like MADD (Mothers Against Drunk Driving) and SADD (Students Against Drunk Driving) and compare these to the earlier temperance groups.

Temperance Poem

Poems like the one below were used by temperance organizations such as the Women's Christian Temperance Union in their late-nineteenth-century campaign to ban the selling of alcohol.

"I'll Sign the Pledge To-Night"

"You ask what makes my heart so light
    My home so glad and gay; I'll
tell you sir! All has been right
Since one glad, happy day!
It was not always kept so well,
    Sometimes we wanted bread,
And often I and sister Nell
    Have wished that we were dead.

"Our father was a drunkard, sir,
    The worst in all the town;
And when poor mother spoke to him
    He'd swear and knock her down.
You gentlefolks, who never know
    The miss of any meal,
How can you guess the bitter woe
    The drunkard's children feel?

"Poor mother! she did all she could
    To teach us what was right.
She'd make us say our prayers, she would,
For father, every night.
The only time she struck me sir,
    Was when I wouldn't say,
'God bless dear father!' in my prayers,
    She wouldn't let me pray.

"I never saw her in my life
    So cross as she was then;
She said, when first she was his wife,
    He was the best of men,
And never used to drink at all,
    Nor stay out late at night;
Now, if we did not pray for him,
    He'd never choose the right.

"She said it was the dreadful drink
    That make our father mad,
And, but for that, he'd never think
    Of treating us so bad.

And then I clenched my fist and said,
    I'd give the world if I
Could shut up all the liquor shops;
    And, sir, I mean to try!

"And so I joined a Band of Hope,
    And wore a medal bright,
And learnt a lot of temperance songs,
    And sung with all my might.
One day they gave us all a tea—
    You reckon I was there,
And sister Nell—because 'twas free
    Enough, and some to spare.

"And such a meeting after tea—
    I scarce believed my eyes
When I saw teacher beckon me—
    'Here, Willie, here's your prize';
I hobbled to the platform then,
    Oh, didn't the people shout?
The ladies clapped their hands, and waved
Their handkerchiefs about.

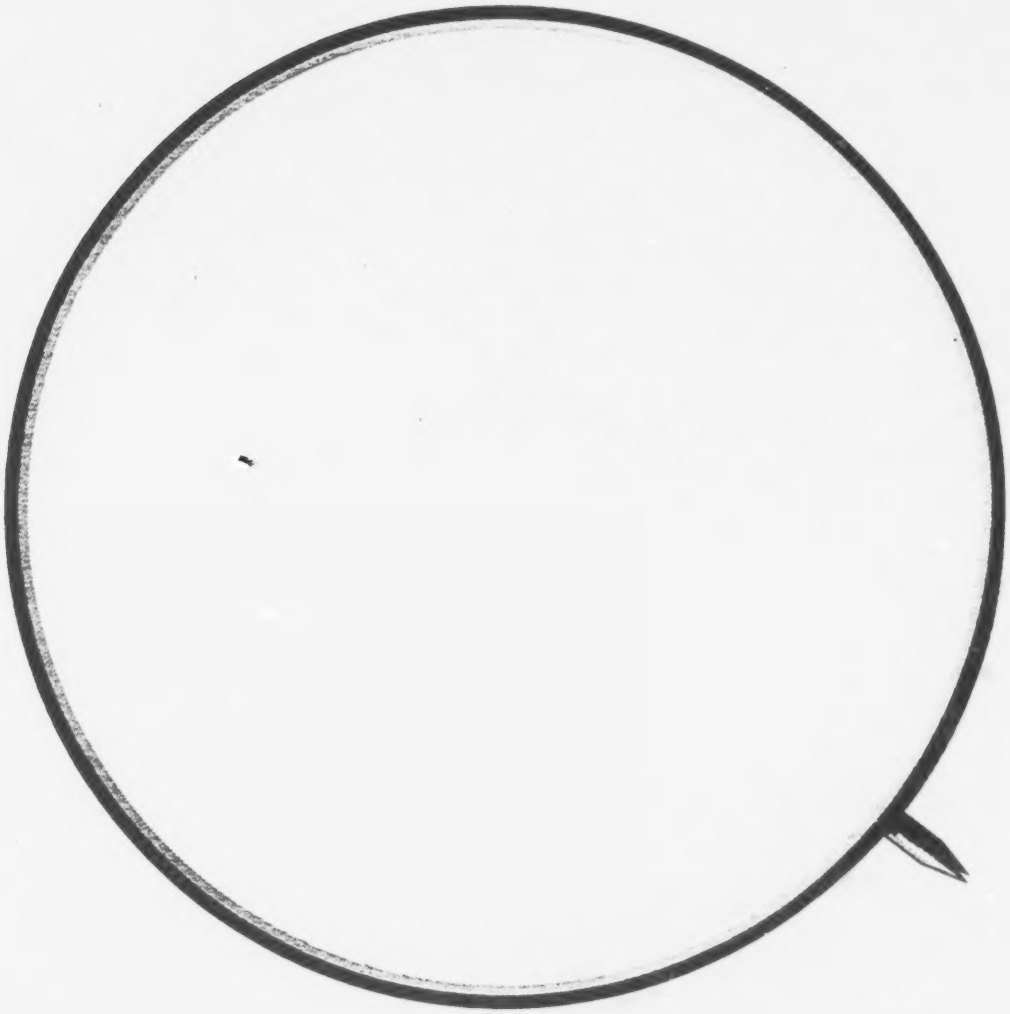
"They said that I must make a speech;
    I felt that I could cry,
So I said, 'Thank you!' and sat down,
Then caught my father's eye.
Yes, there he sat, and mother too;
    His face looked strangely white,
He walked up to the platform while
    I trembled with affright.

"Then turning to the crowd, he said:
    'You see that crippled boy;
Poor little chap! I ought to make
    His life one dream of joy.
And so I will, and so I can,
    I'll do the job outright!
I'll sign, and be a sober man—
I'll sign the pledge to-night!'"

From "The Home School Speaker and Elocutionist," in *The Gilded Age*. (Albany, NY: University of the State of New York, Department of Education), p. 113.

EXERCISE

In the role of Willie, design a "button" for distribution by your temperance organization.



Temperance Movement Changes

1873

A GROUP OF WOMEN MARCHING THE STREETS OF WASHINGTON, OHIO!
PRAYER AND SINGING IN THE SALOONS!
A PRAYER MEETING SEVEN HOURS LONG, ETC!
LIQUOR EMPTIED INTO THE STREETS!

The meeting Friday morning at the Presbyterian church was one of deep interest and feeling.

More than forty of our best women in the community were to go forth on their errand of mercy. There was much trembling of heart, much taking hold of God, much crying and prayer.

Down the central aisle of the church marched those women to their work, while the brethren continued in prayer to appeal face to face in their various places of business, to those men who are at work selling liquor.

Thirteen places in all were visited, with the proprietors of which the following exercises were held: 1. Singing; 2. Prayer; 3. Singing; 4. Prayer; 5. Reading of appeal; 6. Promise to call again.

The novel procession created the wildest excitement on the streets, and was the subject of conversation to the exclusion of all other subjects.

The work of the ladies was thoroughly done. Not a den escaped. Into the front door, filling the front room and back room too. Prayer, followed by Bible arguments in answer to the excuses of men. Down into the cellar, everywhere they go with the same eloquent plea.

On Monday at 9 A.M., a still larger attendance at the church announced that the enthusiasm was still on the increase, a straight course taken for the establishment of Messrs. Anderson and Keller, all the bells in town pealing out a grand anthem of praise. The following order of exercises was carried out:

1. Singing; 2. Prayer by Rev. A. C. Hurst; 3. Singing; 4. Rolling out of whiskey barrels; 5. Pouring out of liquor.

An axe was placed in the hands of the women who suffered most, and swinging through the air came down with ringing blows, bursting the heads and flooding the gutters of the street. One good woman putting her soul into every blow struck but once for a barrel, splashing Holland Gin and old Bourbon high into the air, amid the shouts of the immense multitudes. Four casks and one barrel were forced open, and the proprietors all the time giving a hearty consent.

The temperance meeting on Monday was fairly red-hot with enthusiasm. The report of the committee of visitation was read and the temperance pledge signed by a large number of men and boys. Such singing, hearty applause, cries of "good, good" were never heard before in Washington.

1883

FRANCES WILLARD, PRESIDENT OF WOMEN'S CHRISTIAN TEMPERANCE UNION, ADDRESSES MEMBERS AT ANNUAL MEETING.

Frances E. Willard greeted delegates to the 1883 annual meeting of the national WCTU with the following address.

Dearly Beloved Friends:

You who are here gathered from every quarter of this vast country are not here on your own but as chosen leaders of the chief army that battles for the mightiest reform of any age, in the country where that reform has achieved its most splendid victories. Your purpose is to unite all parties for the destruction of humanity's most ancient and most accursed enemy. In less than two months we shall celebrate the Tenth Anniversary of the Crusade. In less than three weeks (November 18) we shall have completed nine years since our National Union was organized at Cleveland. Then the message of the temperance movement was unclear; now it shines in the steady blaze of stars and constellations. Then we were raw recruits; now we are soldiers drilled and disciplined. Then we crusaded in saloons, but now in halls of legislation. Then we thought only of cure; now we are occupied with prevention. Then we wept; now we rejoice. Then we said, "God, be pitiful"; now we say "God, be praised!" Then we *called* ourselves a National Union; now we *are* a National Union in every deed. Then we were friends; now we are sisters.

Adapted from *Memories of the Crusade: A Thrilling Account of the Great Uprising of the Women of Ohio of 1873* (Columbus, Ohio: W. G. Hubbard & Co., 1889), pp. 96-100.

EXERCISE

Check (✔) the year in which each of the temperance movement activities listed below applies.

Temperance Movement Activities	1873	1883
Action mostly on local level.		
Action mostly on national level.		
Saloons the main target.		
Changing laws the major goal.		
Politics used to bring about change.		
Direct confrontation used to bring about change.		

Learning Activity 24

How important was the Settlement House movement in the daily lives of urban immigrants?

THEME

Struggle for Equality

BACKGROUND

Swollen cities dotted with factories where new immigrants labored under harsh conditions characterized life in the United States in the late nineteenth and early twentieth centuries. At a time when New York City nearly doubled in population every ten years and the rich amassed previously undreamed of wealth in oil, railroads, and land development, the poor, often immigrants from southern and eastern Europe, lived in city slums. By the 1880s and 1890s, the Lower East Side of New York, the south sides of Chicago and Boston, East St. Louis, and West Philadelphia were infamous as foreign enclaves where poverty and crime proliferated.

Growing numbers of people felt keenly the shame of slums amidst the burgeoning wealth of a rapidly industrializing nation. The social reform movements, often led by women, sought to mitigate the effects of poverty through education and to secure the regulation of industry to assure the purity of products and the safety of workers. As part of their attempt to improve slum conditions, reformers raised public awareness and pressed legislators and public officials to develop housing and zoning codes and to implement compulsory, state-supported education. Women reformers also went into the slums with direct action programs, the most famous of which is called the Settlement House movement. Originating in England, the movement spread to all the major United States cities, where settlement houses, located in the middle of the slums, became centers for social activities, educational programs, and health care. Two of the best known are Hull House in Chicago, founded by Jane Addams, and the Henry Street Settlement in New York, founded by Lillian Wald.

MAJOR IDEA

- Traditional family functions endured in rural areas, but in urban areas some of these functions began to shift to humanitarian agencies such as the Settlement House movement and the Red Cross.

CONCEPT

- Empathy
- Human Rights

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain how urbanization and immigration gave rise to the Settlement House movement.
- Draw conclusions about the "family" functions that the settlement houses served.
- Assess the contributions of Jane Addams to the Settlement House movement.

DEVELOPMENT

- Distribute Worksheet 24A, "Improving Community Life." Have students read the worksheet, complete the exercise, and explain their answers to the following questions:
  - — What does this selection tell us about the Settlement House movement of the late nineteenth century?
  - — How did the growth of cities and the influx of immigrants lead to the Settlement House movement?
  - — How did settlement houses take over many of the functions that traditionally had been played by the family?
  - — How do the functions of Hull House compare and contrast with those served by community centers today? Explain.

— To what extent has twentieth-century urbanization and industrialization affected family life?

— Are community agencies assuming too many "family" functions today? Why or why not?

FOLLOW-UP ACTIVITIES

- Have students research the role of Lillian Wald in starting the Henry Street Settlement in New York City. Research and contrast current programs at the Henry Street Settlement with those early in the century.
- Have students research the role of the Urban League in helping African-American migrants and that of the settlement houses in helping European immigrants. Students can compare and contrast the two.
- Have students visit a local community center to find out about its program to improve the quality of life in the area.

Improving Community Life

Hull House, founded by Jane Addams in Chicago in 1889, was dedicated to improving community life. After reading about her experiences, complete the exercise that follows.

The dozens of younger children who from the first came to Hull House were organized into groups which were not quite classes and not quite clubs. The value of these groups consisted almost entirely in arousing a higher imagination and in giving the children the opportunity, which they could not have in the crowded schools, for leadership and for independent social relationships. The public schools then contained little hand work of any sort, so that naturally any instruction which we provided for the children took the direction of this supplementary work. But it required a constant effort that the pressure of poverty itself should not defeat the educational aim.

Although our first undertaking was a kindergarten, we were very insistent that the Settlement should not be primarily for the children, and that it was silly to suppose that grown people would not respond to opportunities for education and social life.

Our enthusiastic kindergarten teacher herself demonstrated this with an old woman of ninety, who, because she was left alone all day while her daughter cooked in a restaurant, had formed such a persistent habit of picking the plaster off the walls that one landlord after another refused to have her for a tenant. It required but a few weeks time to teach her to make large paper chains, and gradually she was content to do it all day long, and in the end took quite as much pleasure in adorning the walls as she had formerly taken in demolishing them. In the course of time it was discovered that the old woman could speak Gaelic, and when one or two college professors came to see her, the neighborhood was filled with pride that such a wonder lived in their midst.

We were also early impressed with the isolation of many of the immigrants. An Italian woman once expressed her pleasure in the red roses that she saw at one of our receptions in surprise that they had been "brought so fresh all the way from Italy." She would not believe for an instant that they had been grown in the United States. She said that she had lived in Chicago for six years and had never seen any roses, whereas in Italy she had seen them every summer in great abundance. During all that time, of course, the woman had lived within ten blocks of a florist's window; she had not been more than a five-cent ride away from the public parks; but she had never dreamed of traveling herself, and no one had taken her. Her idea of America had been the untidy street in which she lived and had made her long struggle to adapt herself to American ways.

In those early days we were often asked why we had come to live on Halsted Street when we could afford to live somewhere else. In time it came to seem natural to all of us that the Settlement should be there. If it is natural to feed the hungry and care for the sick, it is certainly natural to give pleasure to the young, comfort to the aged, and to minister to the deep-seated craving for social interaction that all men feel.

Adapted from *Forty Years at Hull House*, Jane Addams (New York: Macmillan, 1935).

EXERCISE

Complete this report card for Jane Addams, based on her account of Hull House.

Report Card for Jane Addams		
Grades E = Excellent S = Satisfactory F = Fair N = Needs Improvement U = Unsatisfactory		
	CATEGORY	GRADE
1.	Interested in people in need.	
2.	Provides an interesting and worthwhile program.	
3.	Cares about local community.	
4.	Is a positive role model.	

Special Comments: _____

_____

_____

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_____

Learning Activity 25

Would women have been granted the right to vote in 1918 if they had not fought for it?

THEME

Struggle for Equality

BACKGROUND

In the nineteenth century many women argued that they lacked representation in a society founded on the principle of no taxation without representation. For the first five decades of that century, however, their argument made little sense to most Americans. It was generally believed that a woman's public person and voice were properly expressed through a male: her father, husband, or grown son. A woman was in some man's protection throughout her life.

The legal status of women changed as the nineteenth century moved along and women became independent workers and more educated. Married women began to assume legal control over their property, daughters gained the right to equal inheritance with sons, and women gained the right to be full witnesses in legal disputes. With these legal rights, women also began to pay taxes in greater amounts. More important, they began to have a public voice, to which the reform movements, from temperance to urban renewal, gave political form.

At the beginning of the twentieth century, the issue of women's right to vote came to the fore. Women organized a broad-based political campaign enlisting a coalition of reform groups under a single feminist banner. A consensus emerged supporting the vote for women. The Washington suffrage parade of March 1913 galvanized the coalition for the final push, which met success in 1918 when Congress passed the 19th Amendment and sent it to the states for ratification.

African-American suffragettes, such as Sojourner Truth and Frances Ellen Harper, brought a unique perspective to the movement for women's suffrage. They successfully lobbied men in their communities to support women's political equality by making compelling arguments about the "equality" of oppression that both sexes were forced to endure under the inhumane system of slavery.

MAJOR IDEA

- Striving for HUMAN RIGHTS is an important step in American evolution toward true democracy.

CONCEPTS

- Change
- Citizenship
- Human Rights
- Politcal System
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the kinds of activities in which the suffragettes engaged.
- Explain the arguments used by suffragettes.
- Discuss the arguments used by those who opposed giving women the vote.
- Assess whether or not women would have been granted the right to vote had they not fought for it.

DEVELOPMENT

- Distribute Worksheet 25A, "The Case of *The People v. Susan B. Anthony*." Choose two students to first rehearse and then enact the dialogue as the rest of the class reads along.
- Have students work in pairs to complete the exercise which calls for them to decide on what the sentence will be. Ask several pairs to share their sentences with the class.
- Distribute Worksheet 25B, "Sentence and Outcome." Have students read and then explain their answers to the following questions:
  - What does the story of Susan B. Anthony tell us about the struggle of American women to win the right to vote?

— Why was Ms. Anthony on trial?

— How did she argue for women's right to vote?

— Were her arguments valid? Should a person who pays taxes be able to vote?

— What did Ms. Anthony mean when she argued that she had been tried "by forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women"?

— Is Susan B. Anthony's comparison of women who break the law to vote and individuals who helped fugitive slaves a good comparison?

— Why do you suppose the judge imposed such a light sentence on Susan B. Anthony? Why did he refuse to jail her even after she stated that she would never pay the $100 fine?

— Why was Susan B. Anthony willing to go to jail? Why was getting the right to vote so important to American women?

— Why do you think many people opposed voting rights for women? What arguments do you think these opponents of women's suffrage used? Explain.

— If you were an American woman in the late 1800s, would you have been willing to go to jail to gain the right to vote? Why or why not?

- Distribute Worksheet 25C, "African-American Dialogue on Women's Rights." Divide the class into two groups, one to read John's part, the other to read Jacob's part.
- Have students individually read the poem.
- Lead each group in a choral reading of the poem.
- Ask for two volunteers to role-play the dialogue.
- Have students work in pairs to complete the experience on the worksheet, which calls for them to make a new ending for the poem by adding a stanza in which Betsy Ann speaks her mind.
- Have students explain their answers to the following questions:

  — What does this poem suggest about African-Americans' views on women's suffrage at the turn of the century?

  — Why does Jacob object to the idea of women voting?

  — What arguments does John make in support of Betsy's right to vote?

  — Which one of John's arguments is most persuasive?

  — Why do you suppose the poet used male characters rather than female characters to engage in this dialogue? Explain.

- Distribute Worksheet 25D, "The Struggle for Women's Suffrage." After students have completed the activity individually or in small groups, have them explain their answers to the following questions:

  — What do these photographs tell us about the struggle for women's suffrage?

  — What activities did women and their supporters engage in to win the vote?

  — Why did Colorado women parade with the banner entitled "Colorado Women are Citizens"?

  — Do you agree with the editor's decision to highlight Mary Church Terrell as a "Man of the Month" in *The Crisis*? Explain.

  — If you were a teenager in the early twentieth century, would you have joined the suffrage rallies or parades? Explain.

  — To what extent do you think that these activities of women were responsible for the passage of the Nineteenth Amendment to the Constitution? Explain.

  — How did women's suffrage change the face of United States society?

  — What reform movements are rallying to make political and/or social changes in America today? How effective are their tactics? Explain.

Case of The People v. Susan B. Anthony

In 1872 Susan B. Anthony voted illegally in Rochester, New York. (Women in New York State and in most of the states did not have the right to vote.) She was brought to trial for this crime. Read below from the transcript of the trial. Then, in the space provided, write what you think the sentence would be and how you think Miss Anthony would respond.

The Court: The prisoner will stand up. Has the prisoner anything to say why sentence shall not be pronounced?

Miss Anthony: Yes, your honor, I have many things to say about your verdict of guilty. You have trampled underfoot every law and principle of our government. My natural right, my civil rights, my political rights are all ignored. Robbed of the fundamental privilege of citizenship, I am degraded from the status of a citizen to that of a subject. And not only myself individually, but all of my sex are, by your honor's verdict, doomed to an inferior position under this so-called democratic government.

Judge Hunt: The Court cannot listen to a repeat of arguments the prisoner's attorney has already spent three hours in presenting.

Miss Anthony: May it please your honor, I am not arguing the question, but simply stating the reasons why sentence cannot, in justice, be pronounced against me. Your denial of my citizen's right to vote is the denial of my right of consent as one of the governed, the denial of my right of representation as one of the taxed, the denial of my right to a trial by jury as my peers as an offender against law, therefore, the denial of my sacred rights to life, liberty, property, and—

Judge Hunt: The Court cannot allow the prisoner to go on.

Miss Anthony: But your honor will not deny me this one and only poor privilege of protest against this high-handed outrage upon my citizen's rights. May it please the Court to remember that since the day of my arrest last November, this is the first time that either myself or any person of my disfranchised class has been allowed a word of defense before judge or jury—...

Judge Hunt: The Court must insist—the prisoner has been tried according to established forms of law.

Miss Anthony: Yes, your honor, but by forms of law all made by men, interpreted by men, administered by men, in favor of men, and against women. Therefore, your honor's ordered verdict of guilty against a United States citizen was against a woman for being a woman and not a man. But, recently, the same man-made forms of law declared it a crime punishable with $1,000 fine and six months imprisonment, for you, or me, or any of us, to give a cup of cold water, a crust of bread, or a night's shelter to a panting fugitive slave as he was tracking his way to Canada. And every man or woman in whose veins felt a drop of sympathy violated that wicked law, not thinking of the consequences, and was justified in so doing. Just as the slaves who got their freedom must take it over, or under, or through the unjust forms of law, so must women, to get

their right to a voice in this government, take it and I have taken mine, and mean to take it at every possible opportunity.

Judge Hunt: The Court orders the prisoner to sit down. It will not allow another word.

Miss Anthony: When I was brought before your honor for trial I hoped for a broad and liberal interpretation of the Constitution and its recent amendments, that should declare all United States citizens under its protection, that should declare equality of rights the national guarantee to all persons born or naturalized in the United States. But failing to get this justice—failing, even to get a trial by a jury not of my peers—I ask not leniency at your hands—but rather the full rights of the law.

Judge Hunt: The Court must insist—
[Here the prisoner sat down.]

EXERCISE

Susan B. Anthony will be sentenced to _____

_____

Susan B. Anthony's response:

_____

_____

_____

_____

_____

Sentence and Outcome

Now read the actual sentence imposed on Susan B. Anthony by the judge. Also, read her response to the sentence and judge's reaction.

Judge Hunt: The prisoner will stand up. [Here Miss Anthony arose again.] The sentence of the Court is that you pay a fine of one hundred dollars and the cost of the prosecution.

Miss Anthony: May it please your honor, I shall never pay a dollar of your unjust penalty. All the stock in trade I possess is $10,000 debt, incurred by publishing my paper—*The Revolution*—four years ago, the sole object of which was to educate all women to do precisely as I have done, rebel against your man-made, unjust, unconstitutional forms of law, that tax, fine, imprison, and hang women, while they deny them the right of representation in the Government and I shall work on with might and main to pay every dollar of that debt, but not a penny shall go to this unjust claim. And I shall earnestly and persistently continue to urge all women to the practical recognition of the old revolutionary proverb that "Resistance to tyranny is obedience to God."

Judge Hunt: Madam, the Court will not order you committed until your fine is paid.

From *Daily Democrat and Chronicle Book Printing*, Rochester, NY, 1874, in Judith Papachristou, *Women Together* (New York: Alfred A. Knopf, Inc. 1976), p. 103.

African-American Dialogue on Women's Rights

Frances Ellen Watkins Harper, an African-American feminist, was a founder of the National Association of Colored Women and an outspoken crusader for giving women the vote. (African-American suffrage for males was granted by the Fifteenth Amendment.) Read the poem. Then write a new ending for it by having Betsy Ann state her views on the topic.

JACOB
I don't believe a single bit
In those new-fangled ways
Of women running to the polls
And voting nowadays.
Now there's my Betsy, just as good
As any wife need be
Who sits and tells me day by day
That women are not free;
And then I smile and say to her, "You surely
make me laff;
This talk about your rights and wrongs
Is nothing else but chaff [worthless matter]."

JOHN
Now, Jacob, I don't think like you;
I think that Betsy Ann
Has just as good a right to vote
As you or any man.

JACOB
Now, John, do you believe for true
In women running around,
And when you come to look for them
They are not to be found?
Pray, who would stay at home to nurse,
To cook, to wash and sew,
While women marched unto the polls?
That's what I want to know.

JOHN
Who stays at home when Betsy Ann
Goes out day after day
To wash and iron, cook and sew,
Because she gets her pay?
I'm sure she wouldn't take quite so long
To vote and go her way,
As when she leaves her little ones
And works out day by day.

JACOB
Well, I declare, that is the truth!
To vote, it don't take long;
But, then, I kind of think somehow
That women's voting is wrong.

JOHN
The masters thought before the war
That slavery was right;
But we who felt the heavy yoke
Didn't see it in that light.
Some thought that it would never do
For us in Southern lands,
To change the fetters on our wrists
For the ballot in our hands.
Now if you don't believe 'twas right
To crowd us from the track
How can you push your wife aside
And try to hold her back?

JACOB
Well, wrong is wrong and right is right,
For woman as for man.
I almost think that I will go
And vote with Betsy Ann.

JOHN
I hope you will and show the world
You can be brave and strong;
A noble man, who scorns to do
The feeblest woman wrong.

BETSY ANN

_____

_____

_____

_____

From "Dialogue on Women's Rights," Francis Ellen Harper, *New York Freeman*, November 28, 1885. In Dorothy Sterling, *We Are Your Sisters: Black Women in the Nineteenth Century* (New York: W. W. Norton & Co., 1984), pp. 416-417.

The Struggle for Women's Suffrage

The photographs and illustrations below represent some of the activities in which women engaged in their struggle to win the right to vote. That struggle finally ended with the passage in 1919 of the 19th Amendment to the United States Constitution giving women throughout the nation the right to cast their ballots.

Briefly identify the activity of the women in each photograph below.

Library of Congress

EXHIBIT 1: LONG ISLAND, 1913

1. Activity: _____

_____

_____

EXHIBIT 2

THE CRISIS

A RECORD OF THE DARKER RACES

PUBLISHED BY THE NATIONAL ASSOCIATION FOR THE ADVANCEMENT OF COLORED PEOPLE AT 26 VESEY STREET, NEW YORK CITY

Edited by W. E. Burghardt Du Bois, with the cooperation of Oswald Garrison Villard, W. S. Braithwaite, M. W. Ovington, Charles Edward Russell and others.

SUFFRAGE WORKERS.

WE present the pictures this month of several colored women interested in "Votes for Women." Mrs. Mary Church Terrell has long been an advocate of woman's suffrage and is well known to readers of THE CRISIS. Mrs. Margaret M. Washington was elected president of the National Association of Colored Women's Clubs at the Hampton meeting, where the association took strong

MRS. MARY CHURCH TERRELL

ground in favor of woman's suffrage. Other officers are Miss Ida R. Cummings, corresponding secretary, and Miss Elizabeth L. Davis, national organizer.

The Crisis, Vol. 5, 1912, p 3

EXHIBIT 3

Denver Public Library, Western History Department

3. Activity: _____

_____

_____

_____

2. Activity: _____

_____

_____

_____

Unit Eight: The United States in an Increasingly Interdependent World

Learning Activity 1

Should the United States have entered the ranks of the imperialist powers?

THEME

Movements of People

BACKGROUND

Although defenders of United States foreign policy often cited religious and humanitarian justifications for imperialism, it was largely economic development that shaped United States political and military actions in Asia, the Caribbean, and Latin America. The pronounced increase in industrial production during the last three decades of the nineteenth century led manufacturers in the United States to seek overseas markets for their surplus goods. Industrial growth also created a demand for raw materials that could not be obtained locally. In addition, the problems of self-defense and the defense of vital strategic interests played a part in United States foreign policy, especially in the neighboring Caribbean and Latin America.

By the middle of the nineteenth century, the United States had succeeded in spreading its influence. In 1853, Commodore Matthew Perry sailed four warships into the harbor of present-day Tokyo, Japan, and remained there until he received recognition from the leaders of the heretofore nearly isolated nation. Eventually, Perry returned to the United States with a signed agreement to open trade between the two nations.

Despite its invocation of the Monroe Doctrine to keep the European powers from involving themselves in the affairs of the nations of the Western Hemisphere, the United States nevertheless used a series of border skirmishes with Mexico to annex Texas and expel Mexican citizens from the territory. By the end of the brief (1846-1848)—and some would say deliberately incited—Mexican War, the United States had taken possession of New Mexico, Nevada, Utah, and California, half the territory of the nation of Mexico, for $15 million.

The United States arrived in China relatively late. The major European powers had already divided it into "spheres of influence." The United States played the part of referee, thus avoiding exclusion from trade with China altogether. When in 1899 Secretary of State John Hay secured the pledge from the European nations in China to offer equal trading rights to all comers, the United States became firmly established in Asia.

MAJOR IDEAS

- Ethnocentrism and economic need motivated United States expansion into new territory.
- Countries that control strategic locations gain both military and economic POWER.

CONCEPTS

- Human Rights
- Interdependence
- Justice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Discuss arguments for and against United States imperialism.
- Evaluate the degree to which the United States' decision to acquire overseas colonies was justified.

DEVELOPMENT

- Distribute Worksheet 1A, "Imperialism." Have the students read the statements on the worksheet. Then have them complete the exercise and explain their answers to the following questions:
  - — What information about American imperialism do we get from this worksheet?

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— What does this worksheet tell us about people's attitudes toward American imperialism?

— How would you compare and contrast the different attitudes toward imperialism summarized in this worksheet?

— Why does Admiral Mahan say, "Whether they will or not, Americans must look outward"?

— Why does Professor William Sumner say that imperialism violates people's liberty?

— Which is the strongest argument for imperialism?

— Which is the strongest argument against imperialism?

— Based on what you have read, would you have been a supporter or an opponent of American imperialism at the time these opinions were written?

- Distribute Worksheet 1B, "An African-American View of Imperialism." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

— What is the point of view expressed in this editorial?

— What arguments are made to support this point of view?

— Why does the author say that by supporting imperialism, Black people support racism at home?

— To what extent do you agree with the viewpoint of the author?

FOLLOW-UP ACTIVITIES

- Have the class prepare a debate (pro and con) on whether the United States, once a colony itself, should have colonized other nations.
- The class may be organized into groups to research the effects (good or bad) of colonization on a former colony. Each group can then give a presentation to the rest of the class.
- Arrange a class visit to the United Nations Committee on Colonization. (The U.N. Committee on Colonization accepts petitions and addresses the grievances of a handful of countries still under some form of colonial rule.)

WORKSHEET 1A

Imperialism

Some newspapers devote one page to dealing with a single topic stated as a question. After reading the four statements below, suggest a headline in the form of a question that states the issue being considered. Then complete the exercise.

Multicultural Mosaic

1890-1900

Headline: ?

1. Senator Beveridge of Indiana: God has not been preparing the English-speaking Anglo-Saxon peoples for a thousand years for nothing but vain and idle self-admiration. No! He has made us the master organizers of the world to establish a system in place of chaos. He has made us skilled in government so that we may manage government among savage and senile peoples. Were it not for such a force as this the world would fall back into barbarism and night. And of all our race He has marked the American people as His chosen nation to finally lead in the regeneration of the world.

2. Professor William Sumner: We assume that what we like and practice, and what we think better, must come as a welcome blessing to people in other nations that we would control. This is untrue. They hate our ways. They are hostile to our ideas. Our religion, language, institutions, and manners offend them. They like their own ways, and if we appear amongst them as rulers, there will be rebellion.

Now the great reason why saying to somebody else, "We know what is good for you better than you know yourself and we are going to make you do it," is false and wrong is that it violates liberty; or, to turn the same statement into other words, the reason why liberty, of which we Americans talk so much, is a good thing is that it means leaving people to live out their own lives in their own way, while we do the same.

If we believe in liberty, as an American principle, why do we not stand by it? Why are we going to throw it away to enter upon a policy of control and regulation?

3. Admiral Alfred T. Mahan: Whether they will or not, Americans must now begin to look outward. The growing production of the country demands it. The public demands it. The position of the United States, between the two Old Worlds and the two great oceans demands it. The growth of the European colonies in the Pacific, the advancing civilization of Japan, and the rapid peopling of our Pacific states demands it.

Therefore we need to build a more powerful navy to protect our harbors and ships and to extend our influence to other parts of the world. Moreover, there are threats to peace all over the world. For example, unsettled political conditions exist in Haiti, Central America, and many of the Pacific Islands, especially the Hawaiian group.

4. Hawaii's former Queen Liliuokalani: We never thought that our friends and allies from the United States would ever go so far as to overthrow our government, to seize our nation by the throat....

Who gives the United States this "Right of Conquest," under which robbers may establish themselves in possession of whatever they are strong enough to take? The question of taking us over is a change from the existing policy of the United States. The native people of Hawaii are faithful to our own chiefs, and are deeply attached to their own customs and government. They either do not understand, or bitterly oppose, this takeover.

Oh, honest Americans, hear me for my down-trodden people! Our form of government is as dear to them as yours is precious to you. Quite as warmly as you love your country, so we love ours. With all your goodly possessions, covering a territory so immense that there yet remain parts unexplored, why do you seek our lands, so far from your shores? You will surely be punished if not in your day, then in that of your children, for "be not deceived, God is not mocked."

EXERCISE

Using the preceding readings, list in the appropriate column below those arguments favoring and those opposing United States imperialism. Then place an asterisk (*) next to the strongest argument for and the strongest argument against United States imperialism.

Arguments for United States Imperialism	Arguments against United States Imperialism

WORKSHEET 1B

An African-American View of Imperialism

EDITORIAL

The well-being of Black people is crucially involved in the policy of imperialism. The United States is attempting to force our government on people in another country who do not want us. Support of imperialism by Black people would give those in the United States, who wish, justification to attack our rights at home. If we wish our rights to freedom and independence, people all over the world must have those same rights.

Imperialism is directed at races of people who are considered weaker. It is another form of racism.

Black people should stand by the ideas of the great Declaration of Independence. It is these ideas which have benefitted Black people so much.

Adapted from "The Effect of Imperialism Upon the Negro Race," Kelly Miller, *Howard's American Magazine*, Vol. 5 (October, 1900), pp. 87-92.

EXERCISE

Find two arguments in the editorial supporting the statement appearing below. Write in the arguments in the appropriate place.

"The well-being of Black people is crucially involved in the policy of imperialism."

SUPPORTING ARGUMENT # 1

_____

_____

_____

_____

_____

SUPPORTING ARGUMENT # 2

_____

_____

_____

_____

_____

Learning Activity 2

How did Puerto Ricans and Cubans living in nineteenth-century New York participate in their homelands' independence movements?

THEME

Struggle for Equality

BACKGROUND

Spain ruled both Puerto Rico and Cuba until almost 1900, yet inhabitants of both islands had by that time long desired independence.

In 1868, the Ten Years War began in Cuba. A wealthy planter named Carlos Cespedes headed a revolutionary group that wanted independence as well as the abolition of slavery. Spain refused to grant the demands of the group and fighting began. In the Pact of Zanjon (1878), Spain promised Cuba certain political reforms and the end of slavery, which was eventually abolished in Cuba in 1886.

Many Cubans, however, still wanted independence for their homeland. José Martí, an exiled Cuban who lived in New York City from approximately 1881 to 1895, led the movement from outside of his native land. He was called "El Apostol" (the apostle).

In Puerto Rico, Dr. Ramon Emeterio Betances, later a friend of José Martí and a supporter of Cuba's struggle for independence, organized a one-day uprising on September 23, 1868, that the Spanish quickly put down, although its flag was later adopted as the official flag of Puerto Rico.

Spain abolished slavery in Puerto Rico in 1873; however, many Puerto Ricans also wanted self-rule. In 1887, a peaceful protest by a group of liberals in the city of Ponce prompted the Spanish governor of Puerto Rico to initiate a campaign to repress all those who supported independence. Many Puerto Ricans fled. Some found refuge in New York City.

Cuban and Puerto Rican exiles found that they shared many of the same goals; each group supported the other's cause. On April 10, 1892, José Martí founded the Cuban Revolutionary Party, uniting all the Cuban and Puerto Rican organizations outside their respective homelands.

MAJOR IDEA

- Many Latino leaders drew inspiration from American ideas and actions as their nations struggled against Spanish rule.

CONCEPTS

- Human Rights
- Identity
- Justice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the role played by Cuban and Puerto Rican activists living in New York City in their homelands' struggles for independence from Spain.
- Assess the impact of the role played by New York Latinos in their homelands' independence movements.
- Determine the influence of American ideals on Latino leaders.

DEVELOPMENT

- Distribute Worksheet 2A, "The Ten Commandments of Free Men." Have students read the worksheet. (You may need to review with them the contents of the Bill of Rights.) Then have them complete the exercises and explain their answers to the following questions:
  - — What were some of the major ideas expressed in the Ten Commandments of Free Men?

— What do these ten commandments tell us about Spanish rule in Puerto Rico?

— Were Puerto Ricans entitled to all these rights? Why or why not? Are there any rights you would add or subtract? Explain.

— Why do you think that the Spanish government did not give Puerto Ricans any of the rights that Dr. Betances lists?

— What are some similarities between the Ten Commandments of Free Men and the Bill of Rights in the United States Constitution? What are some differences?

— What might have happened to Dr. Betances if he had not left Puerto Rico when he did?

- Distribute Worksheet 2B, "Cuban and Puerto Rican Independence Movements in New York." (Explain that the spelling of "Porto Rico" is an old-fashioned version.) Have students read the worksheet, complete the exercise, and explain their answers to the following questions:

  — What do we learn about the efforts of Cubans and Puerto Ricans in the United States to bring about change in their homelands in the 1890s?

  — Why did the Cubans and Puerto Ricans feel the need to organize these clubs in New York City?

  — How would you compare the programs of *Los Independientes* and the Cuban Revolutionary Party?

  — Why do you think that the Cuban Revolutionary Party had as one of its goals the encouragement of Puerto Rican independence?

  — If you were a Cuban living in New York at the time, what would you say to a friend to convince him or her to join either *Los Independientes* or the Cuban Revolutionary Party?

  — If you were a Cuban living in the United States, would you join either of these groups? Explain.

  — How important were efforts such as *Los Independientes* and the Cuban Revolutionary Party in gaining Cuban Independence?

  — Would it have been wiser if these groups had proposed a more peaceful solution for gaining Cuban independence?

FOLLOW-UP ACTIVITIES

- Neither Dr. Ramon Emeterio Betances nor José Martí lived to see their homelands gain independence. Martí died in 1895; Betances in 1898. Have students create an imaginary dialogue between the two of them, pretending they lived past 1900. (Cuba gained its independence in 1898; Puerto Rico is a commonwealth of the United States.)

- Students can research these Cubans and Puerto Ricans who were exiled and lived in New York City and list their achievements:

Tómas Estrada Palma	Pachín Marín
Eugenio Maria de Hostos	Sotero Figueroa
Lola Rodríguez de Tio	Arturo Schomburg

- Have students read *Our America*, by José Martí, translated by Elinor Randall (New York: Monthly Review Press, 1977).

The Ten Commandments of Free Men

Dr. Ramon Emeterio Betances is recognized as the leader of the independence movement in Puerto Rico. He was banished many times from his homeland for his political ideas. He went to live in New York City in 1867. He later went to Santo Domingo, then to the island of St. Thomas. While exiled there, he wrote the Ten Commandments of Free Men. It was distributed in leaflet form in Puerto Rico. Read it and complete the exercise below.

Puerto Ricans!

The government of Queen Isabella is making a terrible accusation against us:

It says that we are bad Spaniards. The government is spreading falsehoods.

We do not want separation; we want peace and union with Spain; but it is only fair that we should also specify the conditions in the contract. They are very simple:

- ABOLITION OF SLAVERY
- THE RIGHT TO REJECT ALL TAXES
- FREEDOM OF RELIGION
- FREEDOM OF SPEECH
- FREEDOM OF THE PRESS
- FREEDOM OF COMMERCE
- THE RIGHT TO ASSEMBLE
- THE RIGHT TO BEAR ARMS
- THE INVIOLABILITY OF THE CITIZEN
- THE RIGHT TO ELECT OUR AUTHORITIES

These are the

TEN COMMANDMENTS
OF FREE MEN

If Spain gives us these rights and freedoms, then we shall be Spaniards.

If not, NO.

If not, Puerto Ricans, PATIENCE! You shall be free.

Dr. Betances
St. Thomas, November 1867

EXERCISE 1

Choose the three commandments of Dr. Betances that you think Puerto Ricans of the time would have believed were the most important.

	COMMANDMENT
1.	
2.	
3.	

Give a reason for supporting each one.

	REASON FOR SUPPORT
1.	
2.	
3.	

Now, give a reason why a member of the Spanish government would oppose each of the commandments that you chose above.

	REASON FOR SPANISH GOVERNMENT OPPOSITION
1.	
2.	
3.	

EXERCISE 2

Dr. Betances wrote the Ten Commandments of Free Men after a visit to New York City. It was inspired by the United States Bill of Rights. On the chart below are the Ten Commandments of Free Men, followed by a summary of the United States Bill of Rights. Write the number of each *amendment* from the United States Bill of Rights next to the commandment that most closely resembles it.

TEN COMMANDMENTS OF FREE MEN	AMENDMENT
1. Abolition of Slavery	
2. The Right to Reject All Taxes	
3. Freedom of Religion	
4. Freedom of Speech	
5. Freedom of the Press	
6. Freedom of Commerce	
7. The Right to Assemble	
8. The Right to Bear Arms	
9. The Inviolability [sacredness] of the Citizen	
10. The Right to Elect Our Authorities	

BILL OF RIGHTS (1791)
FIRST TEN AMENDMENTS TO THE UNITED STATES CONSTITUTION

1. Freedom of Religion, Speech, Press, Assembly, Petition
2. Right to Bear Arms
3. Quartering of Soldiers
4. Search and Seizure
5. Rights of the Accused
6. Requirements for Jury Trial
7. Rules of Common Law
8. Limits on Criminal Punishments
9. Rights Kept by the People
10. Powers of the States and the People

Cuban and Puerto Rican Independence Movements in New York

Exiled Cubans and Puerto Ricans formed many clubs in New York City. Their primary purpose was to help the independence movements in their homelands. Cubans living in New York City were led by José Martí, who was forced by the Spanish government to leave Cuba because of his revolutionary activities. Examples of actions taken by both groups appear below. Read about them and then complete the exercise that follows.

1.

A Club to Aid in Securing Independence for Porto Rico

Some 200 natives of Porto Rico met yesterday at 57 West 25th Street and organized the Club Boriquen. It will act with other clubs recently formed to secure the freedom of Cuba and Porto Rico from Spain.

Speaking of this movement yesterday, José Martí, a native of Cuba, said: "Cuba and Porto Rico have always been striving for independence, but separately.

The Home Rule Party in Cuba has failed. Spain piles on taxes. The sugar crop is not sufficient to pay those expenses and leave anything for personal uses. A revival of the longing for Cuban independence is now taking place throughout the island.

In Porto Rico matters are even worse. Native Porto Ricans consider themselves bound not to trade at Spanish stores. Native merchants are persecuted until they fail. Porto Ricans in exile are ready to act with Cubans in exile to organize the war that cannot fully be organized on the island. Porto Rico will help Cuba. The Cuban revolutionary party undertakes to help Porto Rico attain her independence.

Adapted from *The New York Times*, February 29, 1892.

2.

Friends of Cuban Liberty Raising Funds for the Cause

The *Los Independientes* Club, a Cuban organization formed in this city for the furtherance of Cuban liberty, met yesterday at Military Hall, 193 Bowery, to amend its by-laws to work in cooperation with the other Cuban clubs in the city. Juan Fraga, President of the club, was in the chair. Setero Figueroa, President of the new Club Boriquen, José Martí of the José Martí Club, and Frederick Sanchez of the Nuevos Pinos, were present as delegates from their respective organizations.

The object of these unified clubs is to raise funds for the Cuban revolution. Already a large sum of money is in the bank, and Cuban citizens only await the word from their countrymen to forward it to aid in the fight against Spain.

The women, too, are active in their efforts for the cause. There is a Cuban Ladies' Club uptown to which the wives of many of the leading Porto Rican and South American merchants belong.

Adapted from *The New York Times*, March 7, 1892.

3.

Platform of the Cuban Revolutionary Party, January 1892

Article 1.

The Cuban Revolutionary Party has been formed to achieve independence for Cuba, and to aid and encourage the independence of Porto Rico.

Article 2.

The object of the Party is to organize a short and noble war directed toward assuring the happiness of the island's inhabitants.

Article 3.

The Party will bring together the revolutionary groups in existence today.

19_

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EXERCISE

Based on what you read about Puerto Rican and Cuban revolutionaries on this worksheet, help design a poster below by: ❶ writing a slogan; ❷ drawing a symbol; and ❸ completing the wording on the poster to summarize the goal of the Puerto Rican and Cuban revolutionary movements.

Puerto Ricans and Cubans Fight for Independence

❶ **Slogan:** _____

❷ **Symbol:**

❸ **Goal of the revolutionary movements:**

_____

_____

_____

_____

_____

Learning Activity 3

Was the United States government justified in going to war with Spain in 1898?

THEME

Struggle for Equality

BACKGROUND

By the final decade of the nineteenth century, pro-independence rebellions were prevalent in the isolated islands in the Atlantic and Pacific Oceans that were the remains of a once-vast Spanish empire. Puerto Rican and Cuban nationalists intensified their struggles for independence from Spanish rule. Meanwhile, Spain fought to suppress the nationalist insurrection led by Emilio Aguinaldo in the Philippine Islands.

Cubans, long restive under Spanish colonial rule, reacted to the United States tariff of 1894 and the consequent collapse of the sugar industry by organizing a popular uprising. Led by José Martí, Antonio Maceo, Quintin Bandera, and others, the "insurrectos" employed a scorched-earth strategy, which devastated the countryside. In 1896, Spain sent General Valeriano Weyler y Nicolau to put down the rebellion. He immediately established concentration camps in which tens of thousands of Cubans were imprisoned. Up to 200,000 deaths occurred primarily among children, women, and peasants. The violent military pacification programs adopted by Weyler outraged Americans.

The events in Cuba created an opportunity for the press in the United States (particularly Hearst's *New York Journal* and Pulitzer's *New York World*) to sensationalize reports and propagandize on behalf of the "insurrectos." The "yellow journalism" approach to writing headlines such as "Blood on the roadside, blood in the fields, blood, blood, blood!" and so-called eyewitness accounts of Spanish murders, kidnappings, etc., written by people who had never been to Cuba, were used to entice readers to buy newspapers. Their graphic reporting of Spanish atrocities inflamed public passions in the United States and put tremendous pressure on a cautious President McKinley to intervene militarily in Cuba. United States business leaders, however, were reluctant to support intervention because United States businesses had invested approximately $50 million in Cuban plantations, railroads, and iron mines.

Developments in Spain in the latter part of 1897 raised some hope that peace might be restored in Cuba. General Weyler was recalled and self-government offered to the insurgents. However, the "insurrectos" rejected the offer of autonomy, which had the unintended effect of infuriating the loyalists in Havana, who rioted in January of 1898. On February 9, 1898, Hearst's *New York Journal* published a private letter written by the Spanish Minister to Washington, Señor Dupuy de Lome, which portrayed McKinley as a weak politician, beholden to the extremists (jingoes) in his party.

On February 15, six days after the *Journal*'s disclosure, the U.S.S. *Maine* exploded under mysterious circumstances in the port of Havana, killing over 250 officers and sailors. Although the report of the American Court of Inquiry did not assign responsibility, it concluded that a submarine mine had destroyed the warship.

The outrage these events generated in the American press inflamed the public. On April 11, 1898, President McKinley asked Congress to authorize the use of the armed forces to protect the lives and property of United States citizens in Cuba and to stop the killing and devastation on the island.

On April 18, 1898, Congress passed a joint resolution which (a) declared Cuba a free country, (b) called for the immediate withdrawal of Spain, (c) authorized the use of armed force to achieve these objectives, and (d) disavowed any plans to annex Cuba. The United States officially declared war on Spain on April 25, 1898.

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MAJOR IDEAS

- "Yellow journalism" played a major role in the United States declaration of war on Spain.
- Public opinion was split on the issue of the United States declaration of war.
- Economic and humanitarian issues influenced the United States decision to go to war with Spain in 1898.

CONCEPTS

- Empathy
- Human Rights
- Justice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the factors motivating the Cuban rebellion against Spain at the end of the nineteenth century.
- Discuss reasons why the United States declared war on Spain in 1898.
- Analyze the role played by the United States press in mobilizing public opinion against Spain's presence in Cuba before the war.
- Take positions in favor of or against the declaration of war against Spain.

DEVELOPMENT

- Distribute Worksheet 3A, "United States-Cuba Relations." Have students complete the exercise, then have them explain their answers to the following questions:
  - — What does this worksheet tell us about relations between the United States and Cuba during the period 1854-1896?
  - — If you had lived in the United States at the time, what would have been your reaction to the events in Cuba?
  - — Why were Americans so concerned with what was going on in Cuba during the 1890s?
  - — Considering what was happening, what should the United States government have done in response to events in Cuba?
- Distribute Worksheet 3B, "The Role of Newspapers: Yellow Journalism." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do these newspaper accounts tell us about events in Cuba at the time?
  - — If you had lived in the United States at the time, what would be your reaction to events as reported in these newspapers? What would you want the United States government to do in response?
  - — These newspaper accounts are examples of yellow journalism, intended to sell newspapers by presenting exaggerated stories and to convince Americans to go to war with Spain. Where can you point to examples of "yellow journalism" on this worksheet?
  - — How effective do you think reports such as these were in convincing the United States government to go to war with Spain?
  - — To what extent do newspapers today practice yellow journalism?
  - — Could newspapers and television help bring on a war today? Explain.
  - — Should the government take any action to prevent the publishers of yellow journalism from practicing?
- Distribute Worksheet 3C, "Spain's Reaction." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What is the Spanish government saying in this message?
  - — What evidence do the Spanish present to convince the United States that Spain does not want war?
  - — What is the most convincing evidence of Spain's good will toward the United States?
  - — How convincing do you find this message of Spain's desire for peaceful relations with the United States?

— If you were President of the United States, how would you respond to this message?

— Do you think the United States should have accepted Spain's offer to have the issue of who was responsible for the U.S.S. *Maine* disaster decided by an impartial judge?

- Have students role-play a Senate Foreign Relations Committee hearing to decide if the United States should go to war with Spain in 1898. The class should be divided into the following groups of 5 to 6 students:

  1. Foreign Relations Committee
  2. Spanish Diplomats
  3. Cuban Revolutionaries
  4. United States Pro-War Groups
  5. United States Anti-War Groups

  Students in group numbers 2-5 should be given one week to prepare evidence to present before the Foreign Relations Committee. Committee members should engage in research so that they can adequately question those testifying before the committee. Each group should be given ten minutes to make its presentation, after which time the committee will issue its recommendation.

- Distribute Worksheet 3D, "McKinley Calls For War." Have students complete the exercise in the worksheet; then have them explain their answers to the following questions:

— What is President McKinley saying here?

— What reasons does he give for recommending that the United States go to war with Spain?

— Which reason do you find most persuasive?

— Which reason is least persuasive?

— Which groups in the United States would have been most likely to support President McKinley's decision?

— Which groups would have been most likely to oppose President McKinley's decision?

— What options did President McKinley have besides recommending war? What do you see as the advantages or disadvantages of these options?

— If you were a member of the United States Congress at the time, would you have voted in favor of the declaration of war?

FOLLOW-UP ACTIVITIES

- Pretending that the United Nations existed in the 1890s, organize the class into a mock U.N. assembly to hear the petition of the colonized people of Cuba for their independence from Spain.
- Arrange a class debate. Topic: "Should the United States have declared war on Spain on April 25, 1898?"
- Have students choose a current news story and rewrite it as "yellow" journalism.

United States-Cuba Relations

Study the time line of United States relations with Cuba beginning in 1854. Then make up a headline to sum up the events described on this page.

The Journal

Headline:

1854 — Some United States citizens favor taking Cuba from Spain by force, making it another slave state. United States government opposes move.

1868-78 — Cubans try to overthrow Spanish rule, which is marked by high taxes, brutality, and lack of civil and political freedom.

1894 — United States adopts new tax on imported raw sugar.

- Sugar piles up in Cuban warehouses.
- Thousands of Cubans lose jobs as plantations close.

1895 — Revolt in Cuba again: fighters for independence destroy sugar plantations, the heart of Cuban economy.

- Investment of American businessmen in Cuba threatened.
- Trade between Cuba and United States crippled.

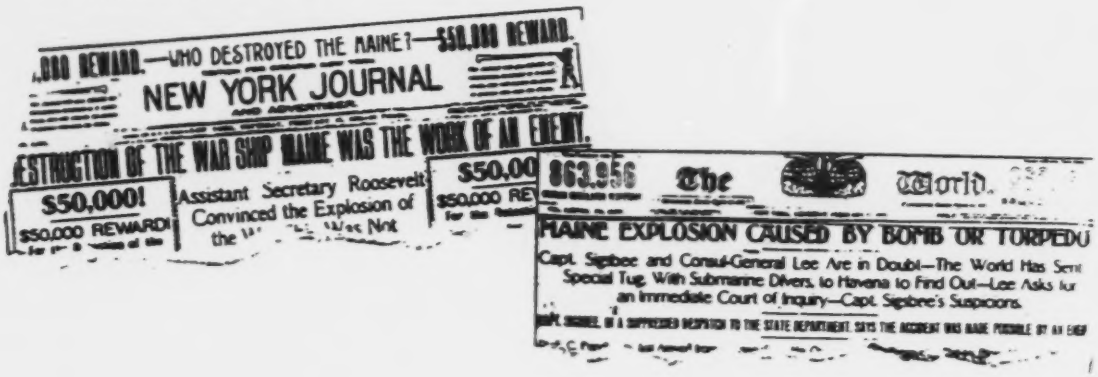
1896 — Spain sends General Valeriano Weyler to put down rebellion. Weyler announces strict measures:

- Many civilians forced to move into special relocation camps surrounded by barbed wire.
- Those who refused to move considered enemy supporters by the army.
- Reports reach the United States that one in four Cubans die in relocation camps as a result of disease and starvation.

The Role of Newspapers: Yellow Journalism

The United States government was not at first eager for war with Spain. However, newspaper stories like the ones below influenced public opinion toward the war. Underline those words in selections 1 and 2 which would have stirred up the strongest feelings of Americans against Spain.

❶ In 1898 the U.S.S. *Maine*, a battleship, blew up in Havana Harbor, resulting in the deaths of 260 Americans on board. Although there was little evidence as to the cause, the *World* and the *Journal* newspapers reported the event:


—WHO DESTROYED THE MAINE?—
NEW YORK JOURNAL
ESTRUCTION OF THE WAR SHIP MAINE WAS THE WORK OF AN ENEMY.
$50,000!
$50,000 REWARD!
Assistant Secretary Roosevelt Convinced the Explosion of
The World.
MAINE EXPLOSION CAUSED BY BOMB OR TORPEDO
Capt. Sigsbee and Consul-General Lee Are in Doubt—The World Has Sent Special Tug With Submarine Divers to Havana to Find Out—Lee Asks for an Immediate Court of Inquiry—Capt. Sigsbee's Suspicions.

❷ Editorials like the one below also inflamed the public's feelings toward war with Spain:

> How long are the peasants of Spain to be drafted away to Cuba to die miserably in a hopeless war, that Spanish nobles and Spanish officers may get medals and honors?
>
> How long shall old Cuban men and women and children be murdered by the score, the innocent victims of Spanish rage against the patriot armies they cannot conquer?
>
> How long shall the sound of rifles in Havana at sunrise proclaim that bound and helpless prisoners of war have been murdered in cold blood?
>
> How long shall Cuban women be the victims of Spanish outrages and lie sobbing and bruised in horrible prisons?
>
> How long shall American citizens, arbitrarily arrested while on peaceful and legitimate errands, be kept in foul Spanish prisons without trial?
>
> How long shall the United States sit by and do nothing within sound and hearing of rape and murder?
>
> How long?

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Spain's Reaction

In reaction to the destruction of the U.S.S. *Maine*, Spain agreed to some United States demands with regard to the treatment of Cubans. The Spaniards also indicated that they might be prepared to discuss Cuban independence. Spain sent the following message to the United States government:

The Government of Her Majesty of Spain expresses profound sorrow and sympathy for the horrible catastrophe which took place on the night of February 15, 1898. The government of Spain expresses profound sorrow for that measureless misfortune, as well as sympathy, which on that melancholy occasion linked them to the American government and people.

Proof of these feelings are found in the visits of Her Majesty's minister to the illustrious President of the United States, the visits made by the highest officers of the Spanish State to the American Ambassador, the assistance given to the victims, the funeral ceremonies which were provided for them, and the notes addressed to the Department of State by Spain.

The officers and crews of Her Majesty's warships lying near the *Maine*, despite the danger, immediately lowered their boats, saving a large number of the wrecked ship's men, who owe their lives to the instant and efficient aid of the Spanish sailors.

These well-known facts and impressive declarations seem to have been forgotten by American public opinion.

The Government of Her Majesty, in the name of justice and courtesy, would be most grateful if the United States Government were to set the facts straight. Such an action would help end the threats to peace.

As for the question of who destroyed the *Maine*, the Spanish Government has declared itself ready to submit the issue to the judgment of impartial and disinterested experts, and will accept in advance the decision of the judges named by the two countries, which is obvious proof of the good faith which marks the course of Spain on this as on all occasions.

EXERCISE

Pretend you are President McKinley; in the space below write an answer to Spain's request.

To Her Royal Majesty's Government:

_____

_____

_____

_____

_____

McKinley Calls For War

On Monday, April 11, 1898, President William McKinley sent a message to the United States Congress, reviewing the events in Cuba and asking the Congress to approve military action against Spain.

A Summary of President McKinley's Message to the U.S. Congress

April 11, 1898

Since the present revolution in Cuba started in February 1895, the United States has seen that country destroyed by fire and sword. Our people have seen a once rich community become poor and its people dying by tens of thousands from hunger and disease. United States trade has also suffered; money and equipment invested by our citizens in Cuba have been lost.

Although we have offered to settle the misunderstanding between Spain and the Cubans, the authorities in Spain have refused to solve these problems peacefully. In fact, Spain has sent more troops to Cuba to continue the fighting. Since October 21, 1896, when Spain decided to build and put Cubans into concentration camps, over 300,000 women, children, and farmers have been driven like cattle into these prison camps. According to Spanish sources, tens of thousands of Cubans, mostly women and children, have died.

If the purpose of these prison camps is to force the Cuban rebels to surrender, they have so far failed because the Cubans are determined to win their independence.

Our citizens, Congressmen, and pressmen have asked us to send American soldiers into Cuba to stop the fighting. This request has my support for the following reasons: (1) to put an end to the bloodshed, starvation, and horrible miseries now taking place in Cuba; (2) to protect the lives and property of American citizens and to make sure that those whose property has been destroyed or stolen will receive compensation from the Spanish government; (3) to restore peaceful trade between Cuba and the United States and other peace-loving countries; and (4) the current fighting in Cuba has become a threat to American lives as was demonstrated by the destruction of our warship, the *Maine*, in Havana, Cuba. The lives of 260 American sailors, marines, and officers were lost.

I, therefore, ask the Congress to give me the authority to take immediate military steps to end the fighting in Cuba.

Adapted from *The Congressional Record*, April 11, 1898

EXERCISE

List the reactions (for or against) that you think each group had regarding United States military intervention in Cuba.

United States investors in Cuban business:

_____

_____

_____

Pro-imperialists in the United States:

_____

_____

_____

Anti-imperialists in the United States:

_____

_____

_____

Cuban revolutionaries:

_____

_____

_____

The Spanish government:

_____

_____

_____

Learning Activity 4

How did the Treaty of Paris impact on Cuba, the Philippines, Puerto Rico, and the United States?

THEME

Struggle for Equality

BACKGROUND

Under the mounting military, political, and economic pressure to grant independence to Cuba, the Philippines, and Puerto Rico, the government of Spain offered each of these island nations limited local autonomy.

"La Carta Autonomia," the Charter of Autonomy, issued on November 25, 1897, by the Council of Ministers in Madrid, Spain, granted limited self-government to Puerto Rico. Although Spain proposed similar charters to Cuba and the Philippines, the insurgents rejected these measures as belated half-measures.

Subsequently, however, the Spanish-American War, and the signing of the Treaty of Paris on December 10, 1898, were to render Spain's concessions irrelevant. The United States' decisive ten-week victory over Spain had earned the respect of the European powers and enabled the United States to dictate the terms of the treaty: Spain ceded Puerto Rico and Guam and sold the Philippines for $20 million to the United States. Cuba was to be granted independence, although for a time it came under the direct control of the United States.

When the United States declared war on Spain, Congress passed the Teller Amendment, which stated that it was not the intention of the United States to annex Cuba, and that control of the new nation would be left to its own people. However, United States troops were not withdrawn until 1902, and under this pressure, Cuba included in its new democratic constitution the Platt Amendment, which effectively made it a protectorate of the United States.

After the signing of the Treaty of Paris, Filipinos expected immediate independence from the United States. When it was not granted, they declared the establishment of the Philippine Republic on January 23, 1899. Emilio Aguinaldo led his troops in a rebellion that lasted three years and left as many as 200,000 Filipinos dead. The war ended in 1901 when Aguinaldo was captured. Racial issues further complicated the situation. McKinley described Filipinos as uncivilized and "unfit for self-government"; many of the six regiments of African-American soldiers fighting there, however, considered the Filipinos as kin. Some African-Americans deserted the United States Army to join the Filipinos; others hesitated for fear of bringing disrepute upon their families at home.

MAJOR IDEAS

- The Treaty of Paris signaled the emergence of the the United States as a world power.
- United States foreign policy has been frequently resented and resisted by those it has affected.
- The actions of the United States brought about social, political, and economic CHANGE in the regions that came under its control.

CONCEPTS

- Change
- Human Rights
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the outcomes of the Treaty of Paris for: (1) Spain, (2) the United States, (3) Cuba, (4) the Philippines, and (5) Puerto Rico.
- Discuss United States policy and its effects in Cuba, the Philippines, and Puerto Rico.
- Present arguments supporting and opposing United States imperialism from the perspectives of different interest groups.

DEVELOPMENT

- Distribute Worksheet 4A, "The Treaty of Paris, 1899." Have students explain their answers to the following questions:
  - — What do we learn about the Treaty of Paris from this worksheet?
  - — If you were a United States citizen in 1899, what would have been your reaction to reading this treaty?
  - — If you were a (a) Cuban, (b) Spaniard, (c) Puerto Rican, what would have been your reaction to the treaty?
  - — Why did many Americans believe this treaty was important for developing trade with China and Japan?
  - — Why is the map titled "Stepping Stones to Eastern Asia"?
  - — If you were a United States Senator at that time, what would have been the strongest arguments for voting for, and the strongest arguments for voting against, this treaty?
- Distribute Worksheet 4B, "The Platt Amendment, 1901." Have students read and complete the exercise and explain their answers to the following questions:
  - — What do we learn about the Platt Amendment from this worksheet?
  - — How can you explain why the United States wanted the Platt Amendment to be part of the Cuban Constitution?
  - — If you were a Cuban at that time, how would you have reacted to the Platt Amendment?
  - — To what degree was the United States justified in expecting Cuba to make the Platt Amendment part of its Constitution?
  - — To what degree were Cuba's interests served by the Platt Amendment? Explain.
- Distribute Worksheet 4C, "Statements on the Platt Amendment." Have students read the selection, complete the exercise, and discuss their answers to the following questions:
  - — What were the arguments expressed for and against the Platt Amendment?
  - — If you were a Cuban at that time, how would you have responded to Senator Platt's statement?
  - — If you were a United States government official at that time, how would you have responded to Juan Gualberto Gomez's statement?
  - — Why do you think the Platt Amendment was adopted into the Cuban Constitution?
  - — With whose statement regarding the Platt Amendment would you have agreed most?
- Distribute Worksheet 4D, "The Treaty of Paris and the Philippines." Have students complete the exercise, then have them explain their answers to the following questions:
  - — What information do we get from this worksheet?
  - — According to McKinley, why did the United States decide to annex the Philippines?
  - — How does Aguinaldo explain the United States decision to annex the Philippines?
  - — What are the similarities and differences between the views of McKinley and Aguinaldo?
  - — To what degree was the United States justified in annexing the Philippines?

FOLLOW-UP ACTIVITY

- Students can research and report on the current status of Cuba, Puerto Rico, Guam, the Philippines, Midway and Wake Islands, and Hawaii.

The Treaty of Paris, 1899

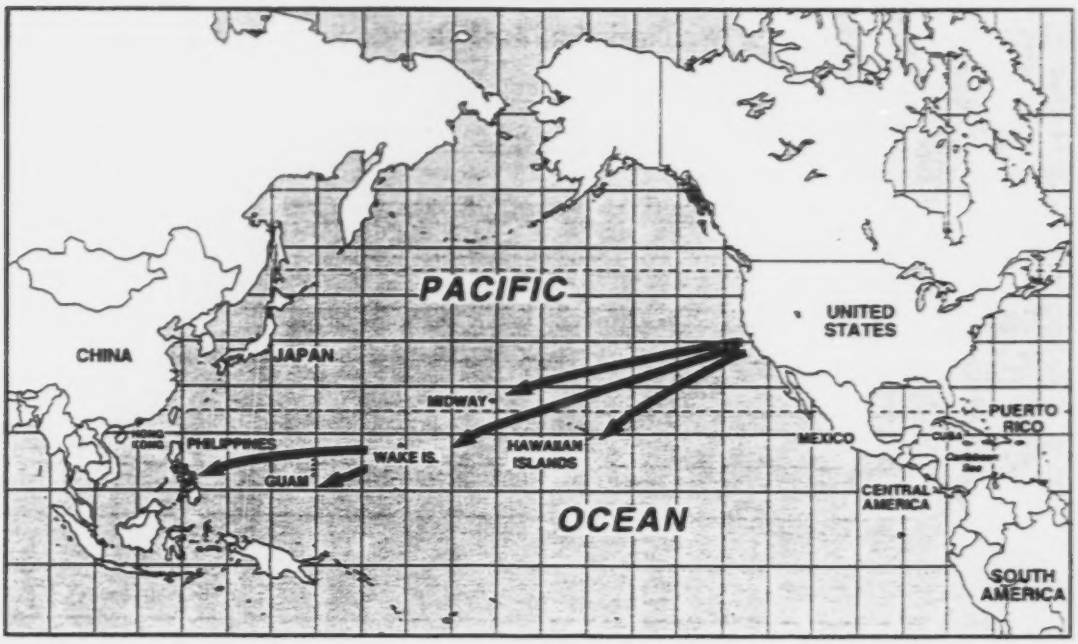
The Spanish-American War lasted fewer than four months. Spain was beaten so completely that it agreed to sign the Treaty of Paris. The important terms of the treaty are summarized below.

THE TREATY OF PARIS, 1899

1. Spain must give up all claims to Cuba; the United States will maintain peace and protect life and property on the island.
2. Spain must give the United States control of Puerto Rico and Guam.
3. Spain will sell the Philippine Islands to the United States for $20 million.
4. Spain must release all prisoners of war and all political prisoners in Cuba and the Philippines.
5. The United States must release all prisoners of war.
6. Spain and the United States will agree on mutual shipping rights.
7. Spanish citizens are free to remain on or leave these islands.

Prior to the signing of the Treaty of Paris, the United States acquired Midway and Wake Islands. Four days after the treaty was signed, the United States annexed Hawaii.

STEPPING STONES TO EASTERN ASIA



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The Platt Amendment, 1901

After defeating Spain, the United States pressured Cuba to include the Platt Amendment in its constitution. Read the summary of the amendment below.

- Cuba will not enter into treaty or agreement with another country which may in any way allow a foreign country to occupy any part of Cuba or allow a foreign country to control Cuba.
- Cuba promises not to become indebted to a foreign country beyond its ability to repay such loans.
- The United States will have the right to intervene in the affairs of Cuba in order to preserve Cuba's independence or to maintain order in the country.
- Cuba will accept United States-sponsored public health programs to eliminate diseases like yellow fever.
- Cuba agrees to sell or lease land or ports to the United States for coaling stations and military bases.

EXERCISE

In the space below, write an editorial for a Cuban newspaper describing how you believe most Cubans felt about including the Platt Amendment in their constitution.

Statements on the Platt Amendment

The following statements were made by Cuban and United States officials in response to the Platt Amendment. Read them and complete the exercise that follows.

Juan Gualberto Gomez, Cuban leader of African descent and delegate to Cuba's Constitutional Convention:

Statement 1. To give the United States the right to intervene in Cuban affairs is like giving the key to your house to a neighbor and telling him he can enter at all hours day and night whenever he wishes.

Statement 2. If we ratify the Platt Amendment, we Cubans of African descent will face the discrimination which is suffered by United States Negroes. We will become second-class citizens in our own land.

Representative Lacey of Iowa and Senator Platt of Connecticut during Congressional debates:

Statement 3. Representative Lacey: Having at the cost of millions of dollars and the sacrifice of thousands of lives freed Cuba from her oppressors, we not only have the right but the duty to see that Spanish tyranny is not followed by anarchy (the absence of law).

Statement 4. Senator Platt: In many respects the Cubans are like children. It is our duty to see that they are not destroyed by themselves, while at the same time protecting our valuable investment on the island.

Report of the Cuban Constitutional Convention Committee, 1901:

Statement 5. The duty of the body [group of people] in framing a constitution for our newly independent nation is to make Cuba independent of every nation. If we have to ask the United States for permission to make agreements with other nations, we are not truly free. If we are obliged to surrender part of national territory to the use of the United States, we will not be truly independent in the eyes of any nation.

José N. Ferrer, Cuban leader, in a letter to *The New York Times*:

Statement 6. If we do not accept the Platt Amendment, we might very well be annexed by the United States and made a colony; we certainly wouldn't want that to happen.

EXERCISE

Pretend you are a reporter at a press conference on the Platt Amendment. Based on the statements on the previous page, write one question you would like to ask each speaker.

	Speaker	Question
A.	Juan Gualberto Gomez	
B.	Representative Lacey	
C.	Senator Platt	
D.	Chairperson of Cuban Constitutional Convention Committee	
E.	José N. Ferrer	

The Treaty of Paris and the Philippines

In the readings below, President McKinley explains his reasons for taking control of the Philippines. Filipino leader Emilio Aguinaldo gives his views regarding the United States takeover of the Philippines.

President William McKinley:

> The truth is I didn't want the Philippines and when they came to us as a gift from the gods, I did not know what to do about them. And I am not ashamed to tell you that I went down on my knees and prayed to Almighty God for light and guidance more than one night.
>
> And one night late it came to me this way: (1) that we could not give them back to Spain — that would be cowardly and dishonorable; (2) that we could not turn them over to France or Germany, our commercial rivals in the Orient — that would be bad business; (3) that we could not leave them to themselves — they were unfit for self-government and they would soon have lawlessness and misrule over there worse than Spain's was; and (4) that there was nothing left for us to do but to take them all and educate the Filipinos, and uplift and civilize and Christianize them. The next morning I sent for our map-maker, and I told him to put the Philippines on the map of the United States — and there they will stay while I am President!

Emilio Aguinaldo of the Philippines:

> The United States promised to fight for the independence of the Philippines. The reasons why the United States broke this pledge are the following:
>
> a. Business groups and chambers of commerce in the United States urged President McKinley to annex the Philippines since they felt it was a key to the commercial markets of East Asia.
>
> b. Church groups urged the President to keep the Philippines so they could establish missions there.
>
> c. The British Government expressed the view that if the United States didn't annex the Philippines, Germany would.

EXERCISE

Write the dialogue for a scene where McKinley and Aguinaldo meet to discuss their opinions.

McKinley: _____

_____

_____

Aguinaldo: _____

_____

_____

McKinley: _____

_____

_____

Aguinaldo: _____

_____

_____

McKinley: _____

_____

_____

Aguinaldo: _____

_____

_____

Learning Activity 5

How justified was United States foreign policy in the Caribbean and Latin America in the early 1900s?

THEME

Struggle for Equality

BACKGROUND

At the turn of the century the United States began to flex its muscles as a world power. Having secured the expulsion of Spain from the Caribbean in the Treaty of Paris in 1899, the United States focused its concerns on the nominally independent nations of the Caribbean.

The blockade of Venezuela by Germany, Britain, and Italy in 1902 for unpaid debt highlighted the vulnerability of most of the islands in the Caribbean to foreign military intervention and possible occupation. Endemic political insurrections and corrupt fiscal practices in Cuba, Haiti, the Dominican Republic, and Nicaragua made them vulnerable to foreign intervention and seriously threatened the Panama Canal because of their proximity to this important waterway.

These factors led the United States government to adopt a policy of intervention in Caribbean and Latin American internal affairs when it felt its interests were threatened. The story of how the United States acquired the Panama Canal Zone is a case in point. In 1903, President Theodore Roosevelt supported the secession of Panama from Colombia in that country's civil war. As a result, a treaty with Panama gave the United States control of a canal zone ten miles wide across the Isthmus of Panama.

During the early 1900s, Haiti, facing frequent revolts, struggled to govern itself and bring financial problems under control. The United States, sensing a threat to interests in the Caribbean, assumed control of the island by landing Marines in Haiti in July 1915.

United States troops also occupied Cuba, Nicaragua, and the Dominican Republic. President Roosevelt cited the Monroe Doctrine in the "Roosevelt Corollary," stating that the United States would exercise "international police power" in cases of "chronic wrongdoing." The assumption of control of other countries' finances by the United States, in addition to occupations by its troops, caused bitter resentment in Latin America.

Poor relations between the United States and Mexico were further worsened by the events of the Mexican Revolution. President Wilson sent United States troops to occupy Vera Cruz in 1914 when United States sailors were arrested. In 1916, Wilson again sent troops, this time to capture Pancho Villa, who had murdered a number of Americans, but Villa could not be found. Finally, in July 1916, a United States-Mexican commission was formed to resolve the differences between the two countries.

MAJOR IDEAS

- During the late nineteenth and early twentieth centuries, the United States increased its influence internationally.
- Economic, geographic, and political factors guided United States policy in Latin America and the Caribbean.
- United States foreign policy has been frequently resented and resisted by those it has affected.

CONCEPTS

- Justice
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe examples of United States intervention in Latin America and the Caribbean.

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- Analyze the reactions to United States foreign policy by Latin American and Caribbean countries.
- Assess arguments for the justice or injustice of United States intervention in the region.

DEVELOPMENT

- Distribute Worksheet 5A, "The Panama Canal Story." Have students study and complete the worksheet; then have them explain their answers to the following questions:
  - — What information do we get from this worksheet?
  - — What do we learn about the role the United States played in the Panama Canal story?
  - — Using the map, how can you explain why the United States and other countries were so interested in seeing the canal built?
  - — If you were President Theodore Roosevelt, how would you have reacted to the Colombian Senate's rejection of the canal treaty? What alternatives for taking action did Roosevelt have? If you were Roosevelt, what would you have done?
  - — What do you think happened from the point in the Panama Canal story where the Colombian Senate rejected the canal treaty to the point where the United States had the canal built?
- Distribute Worksheet 5B, "Theodore Roosevelt and the Panama Canal." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do we learn about Theodore Roosevelt's role in the Panama Canal story?
  - — How did Colombians react to Roosevelt's role in the Panama Canal story?
  - — How did Roosevelt defend his actions?
  - — Whose arguments were more convincing, the Colombian government's or Roosevelt's?
  - — What is your reaction to the United States actions described in this worksheet?
- Distribute Worksheet 5C, "The Roosevelt Corollary." Have students complete the exercise, then have them explain their answers to the following questions:
  - — What did the Roosevelt Corollary say?
  - — According to the Roosevelt Corollary, why was United States interference in the Caribbean and Latin America justified?
  - — What does Roosevelt mean when he says that the United States has "international police power"?
  - — How do you react to Roosevelt's statement?
  - — If you were a citizen of a Latin American or European nation, how would you react to such a statement?
  - — What did the Mexican diplomat say? Why did the diplomat believe the Roosevelt Corollary hurt the United States position in Latin America?
  - — Why does the Mexican diplomat say that the Roosevelt Corollary stood for "Invasion for Protection"?
  - — How would you react to a United States president issuing such a statement today?
  - — Do you think that the issuing of the Roosevelt Corollary did more harm than good to United States relations with its Latin American neighbors?
  - — Did the Roosevelt Corollary serve the best interests of the United States?
- Distribute Worksheet 5D, "The United States in the Caribbean and Latin America (1895-1916)." Have students complete the exercise; then have them explain their answers to the following questions:
  - — What do we learn about the United States role in the Caribbean 1895-1916 from this worksheet?
  - — If you were a citizen of one of the Caribbean nations in which the United States became involved, how would you

have reacted to United States actions in your country?

— On what grounds would such involvement on the part of the United States have been justified?

— Do you think United States actions in the Caribbean described on this worksheet were justified?

- Distribute Worksheet 5E, "The Mexican Revolution." Have students read the worksheet; then have them explain their answers to the following questions:

  — What do we learn about the Mexican Revolution from this worksheet?

  — Why were most Mexicans supporting a revolution against Porfirio Diaz?

  — What is your reaction to President Wilson's role in the Mexican Revolution?

  — Do you think the United States is justified in getting involved in the affairs of other nations to bring about more democratic forms of government?

  — If you were a citizen of Mexico, how would you have reacted to the Mexican government allowing United States troops to come into Mexico to capture Pancho Villa?

- Distribute Worksheet 5F, "Señora de Andrade and the Mexican Revolution." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  — What do we learn about Flores de Andrade from this worksheet?

  — What do we learn about the ideals of the Mexican Revolution from Señora de Andrade's account?

  — Why did Señora de Andrade's activities cause anger in her family?

  — To what degree do you consider Señora de Andrade a hero?

  — Role-play a scene in which Señora de Andrade tries to convince her family to support the cause of the Mexican Revolution.

- Distribute Worksheet 5G, "Wilson and Mexico." Have students complete the exercise on the worksheet; then have them explain their answers to the following questions:

  — What's happening in this cartoon?

  — What is the cartoonist saying about President Wilson's policies toward Mexico?

  — Does the cartoonist favor or oppose Wilson's policies?

  — Why does the caption read: "Sort of War"?

  — What title would you give to the cartoon?

FOLLOW-UP ACTIVITIES

- Have students role-play a debate between a Colombian government official and Theodore Roosevelt over the United States role in Panama's revolution.
- Students can research and report on the technical and medical problems that arose during the building of the Panama Canal and how these problems were solved. (Two books to recommend for this research are *The Path Between the Seas: Creation of the Panama Canal*, by David McCullough, and *Panama Canal: Gateway to the World*, by Judith St. George.)
- Students can construct a relief map and model of the Panama Canal.
- Students can write to Diggers Productions, 108 West 15th Street, New York, NY 10011, for information on a documentary film on the 100,000 men from the West Indies who helped build the Panama Canal.
- Students can find out more about the history of Mexican-Americans living in one of the border cities. For information, they can write to: El Paso County Historical Society, Box 28, El Paso, TX 79940, or call (915) 581-0490.
- Many people who were living in the United States had their civil rights violated or ignored during the conflict with Mexico. The class could debate whether it is justifiable to suspend certain rights during war time.

- Students can research recent United States interventions in the Caribbean and Latin America, including Panama (1989), Nicaragua, El Salvador, Grenada (1983), Colombia (drug interdiction), etc.
- Students can research and report on the decision by former president Jimmy Carter to hand over custody of the Panama Canal to Panama in the year 2000.
- Students can do a research paper on Cuban-American relations since 1949.

The Panama Canal Story

For a long time people desired a canal across Panama or Nicaragua that would connect the Atlantic and Pacific Oceans. Negotiations and treaties in preparation for such a canal, however, were complex and time-consuming. After reading the background headlines below, write in the reaction that you would have had to the Colombian Senate's rejection of the Panama Canal treaty if you were President Theodore Roosevelt.

The Journal

1850	Clayton-Mulwer Treaty signed. U.S. and Britain agree to share control of any canal across Central America.
1901	U.S. and Britain sign Hay-Pauncefote Treaty. Britain agrees that U.S. alone will build and operate canal. In return, U.S. pledges to allow all nations to use canal.
1902	French company fails in attempt to build canal.
1903	Colombia, in control of the state of Panama, agrees to allow U.S. to buy rights to build canal and pay yearly rental.
1904	Colombian Senate rejects treaty, asking for more money. President Theodore Roosevelt says: _____
1914	U.S. opens Panama Canal to world's ships.

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Theodore Roosevelt and the Panama Canal

After the Colombian Senate disapproved the canal treaty, Panamanians revolted against Colombia. President Roosevelt aided the Panamanians by sending warships to block Colombian troops from landing in Panama to put down the revolt. After Panama successfully revolted, it signed a treaty with the United States, giving the U.S. the right to build the Canal. As a result, the Colombian government issued the statement below, to which Roosevelt responded.

THE RIGHTS OF COLOMBIA— A PROTEST AND APPEAL

The United States is treating Colombia dishonorably. The American Secretary of State Hay has astonished the world by finding a right to prevent the troops of Colombia from going to the Isthmus of Panama to put down the rebellion.

The United States violated international law by recognizing the independence of Panama only days after the revolution and before the nation of Colombia had a chance to put it down. Colombia did not recognize the Southern states that seceded during the American Civil War—why should the United States recognize the seceding state of Panama?

The United States will not escape the verdict of history. Never has any nation dealt with a weak one in a way that seemed so dishonorable.

PRESIDENT THEODORE ROOSEVELT DEFENDS AMERICAN ACTIONS IN PANAMA

We are not dealing with normal conditions on the Isthmus and in Colombia. We are dealing with the government of a dictator and with a condition of affairs on the Isthmus itself which was marked by one uninterrupted series of outbreaks and revolutions.

On November 3rd, the revolution occurred. Practically everybody on the Isthmus, including all the Colombian troops that were already stationed there, joined in the revolution, and there wasn't bloodshed.

No one connected with the American government had any part in preparing, inciting, or encouraging the revolution.

Panama declared itself an independent republic. The time for hesitation on our part had passed.

In Panama, it was the action of the American people that gave the people of Panama self-government, and freed them from rule by foreign oppressors.

Adapted from *Teddy Roosevelt: An Autobiography*. (New York: Macmillan, 1913), pp. 560-569.

EXERCISE

The statements below appear in the excerpts above. Place a check mark (✔) in the appropriate box to indicate if the statement is a fact or an opinion.

Statement	Fact	Opinion
1. Colombia did not recognize the Southern States that seceded from the United States during the American Civil War.		
2. Never has any nation dealt with a weak one in a way that seemed so dishonorable.		
3. On November 3rd, the revolution occurred.		
4. The time for hesitation on our [the United States'] part had passed.		

BEST COPY AVAILABLE

The Roosevelt Corollary

In 1823, President James Monroe issued the Monroe Doctrine, which told other world powers that they would not be permitted to interfere with affairs in the Western Hemisphere. In 1904, President Theodore Roosevelt issued the following corollary (conclusion or result), which he said logically grew out of the Monroe Doctrine. A Mexican diplomat's reaction follows. Complete the exercise at the end of the worksheet.

THE ROOSEVELT COROLLARY, 1904

It is not true that the United States feels any hunger for land. Its only desire with regard to the countries of the Western Hemisphere is to keep them stable, orderly, and prosperous. Any country whose people conduct themselves well, keeps order, and pays its obligations, fears no interference from the United States.

Constant wrongdoing, or an inability to bring order to its country, may force the United States, however reluctantly, to use its international police power. We would interfere with our southern neighbors only in the last resort, and only if it became evident that they either would not or could not do justice at home and abroad, inviting aggression from another country.

A MEXICAN DIPLOMAT'S REACTION TO THE ROOSEVELT COROLLARY, 1905

No document has proven more harmful to the position of the United States in the Western Hemisphere than the Roosevelt Corollary. No United States action could be more hateful to Latin Americans—not even imperialism. This was imperialism without military glamour. To justify United States interference in the Dominican Republic, Roosevelt has interfered to protect: interfered to prevent others from so doing. It is "Invasion for Protection."

EXERCISE

In the space below, write a discussion between President Roosevelt and the Mexican diplomat on the subject of the Roosevelt Corollary.

Mexican Diplomat (MD): _____

Theodore Roosevelt (TR): _____

MD: _____

TR: _____

MD: _____

TR: _____

MD: _____

TR: _____

MD: _____

TR: _____

The United States in the Caribbean and Latin America (1895-1916)

The United States role in the Caribbean from 1895 to 1916 is highlighted below.

❶ 1895 - United States intervenes in boundary dispute between Britain and Venezuela over Orinoco River. United States claims to be practically sovereign in Western Hemisphere.

❷ 1902 - After Venezuela declares it cannot pay debts it owes to citizens of Italy, Great Britain, and Germany, the United States works out an agreement. European warships blockading Venezuela withdraw.

❸ 1904-1905 - After the Dominican Republic says it cannot pay back loans to Europeans, United States troops invade. President Roosevelt says United States will see to it that Dominican debts are repaid.

❹ 1912 - After disturbances in Nicaragua, United States marines sent in to protect United States lives and property and restore order.

❺ 1915 - United States marines occupy Haiti and take control of Haiti's finances.

❻ 1916 - United States marines ordered to Dominican Republic to restore peace.

EXERCISE

Pretend you are a speech writer for the president of the United States. In the space below, write a speech justifying the actions described above.

The Mexican Revolution

The following is a diary account that might have been written by an eyewitness to the Mexican Revolution.

May 1911

The dictator Porfirio Diaz has ruled our country since 1877. While the rich landowners and foreign investors, especially from the United States, have made a lot of money on the cattle ranches, railroads, mines, and oil wells, ordinary Mexicans have benefitted little.

June 1911

At last the Revolution. Diaz is gone. Among our brave group that defeated Diaz were peasants who wanted their own land, nationalists who wanted foreign investors gone, and supporters of democracy. Francisco Madero, pledging democracy, takes over as Mexico's leader.

February 1913

Victoriano Huerta has murdered Madero and declared himself our ruler. All freedom-loving people are saddened.

July 1914

After months of Civil War, Mexicans have reason to hope. Venustiano Carranza, a man favoring democratic reforms, has replaced Huerta. The president of the United States, Woodrow Wilson, has helped by sending arms to Carranza and preventing arms from going to Huerta.

January 1916

Today Pancho Villa, hoping to bring about a war between our country and the United States, has crossed the border into Texas. Villa hopes that such a war will bring an end to Carranza, allowing Villa to become leader of Mexico. His men attacked Columbus, New Mexico, killing 17 United States citizens. Carranza has allowed U.S. troops to enter Mexico to capture Villa.

The United States troops, despite coming far into Mexico, have not been able to capture Villa. However, Villa has almost succeeded in bringing on war between the United States and Mexico. President Wilson's concern about the great war in Europe has made him forget about Villa for the moment.

Señora de Andrade and the Mexican Revolution

Read the story of how one Mexican woman, Flores de Andrade, played a role in the Mexican Revolution. Then complete the exercise.

I was thirteen when my grandparents died, leaving me a good inheritance, part of which was a fifth of their belongings, with which I could do whatever I wished.

The first thing that I did, in spite of the fact that my sister and my aunt advised me against it, was to give absolute liberty on my lands to all the peons (farm workers who must work to pay off a debt to the farm owner, their landlord). I declared freed of debts all of those who worked on the lands, and what I owned, such as grain and animals, I divided in equal parts among the peons. I also told them that they could go on living on those lands in liberty without paying me anything for them. Even yet there are on that land some of the old peons, but almost all of them have gone, for they had to leave on account of the revolution.

I began to fight for liberal ideals, organizing a women's club which was called the "Daughters of Cuauhtemoc," a semi-secret organization which worked with the Liberal Party in fighting the dictatorship of Don Porfirio Diaz. We were able to establish branches of the woman's club in all parts of the state.

My political activities caused greater anger among the members of my family. I passed four bitter years in Chihuahua becoming poorer on the one hand and fighting in the defense of ideals on the other. My relatives would tell me not to give myself in fighting for the people, because I wouldn't get anything from it, for they wouldn't appreciate their defenders. I didn't care anything about that. I would have gone on fighting for the cause which I considered to be just.

Finally, I decided to come to El Paso, Texas. I came in the first place to see if I could better my economic condition and second to continue fighting in that region in favor of the Liberal ideals, that is to say, to plot against the dictatorship of Don Porfirio.

Adapted from *The Mexican Immigrant: His Life Story*, Manuel Gamio (Chicago: University of Chicago Press, 1931), pp. 29-35.

EXERCISE

Place the events which Señora Flores de Andrade discussed in her account in the order in which they occurred.

____ I organized a women's club called "Daughters of Cuauhtemoc" to fight against the dictatorship.

____ I received an inheritance from my grandparents.

____ I gave liberty to the peons.

____ I went to El Paso, Texas, to better my economic condition and to plot against the dictatorship of Don Porfirio.

____ I had little money left, as I continued to fight for my ideals.

____ I fought for my ideals in Chihuahua.

Wilson and Mexico

In 1913, democratic leader Francisco Madero was murdered on orders given by would-be dictator General Victoriano Huerta. United States President Woodrow Wilson refused to recognize Huerta as Mexico's ruler. In April 1914, two of Huerta's officials took men from a United States Navy boat docked in a Mexican harbor. Eventually, the men were released. However, Wilson demanded a 21-gun salute to the United States flag as a formal apology. When Huerta refused, Wilson threatened war against Huerta. Study the following cartoon, drawn by a British artist, then give it an appropriate title.

A SORT OF WAR

PRESIDENT WILSON: "I hope you are not shooting at my dear friends the Mexicans?"

U.S.A. GUNNER: "Oh, no, sir. We have strict orders only to aim at one Huerta."

Punch (London), 1914.

CARTOON TITLE: _____

Learning Activity 6

Should Puerto Rico have supported the Jones Act of 1917?

THEME

Struggle for Equality

BACKGROUND

When the Treaty of Paris was signed, Puerto Ricans, who had taken their first steps toward independence prior to the Spanish-American war, were particularly bitter about the results. They were not consulted when the United States passed the Foraker Act, which many Puerto Ricans felt simply replaced Spanish colonial rule of Puerto Rico with United States colonial rule.

After a brief period of military government, the Foraker Act (1900) established a civil government. Its provisions created a legal entity called "The People of Puerto Rico." The act provided Puerto Rico with a governor and executive council (upper house), both appointed by the president of the United States, and a lower house, elected by the people of the island.

Puerto Ricans opposed the Foraker Act almost unanimously. Those who wanted statehood and those who supported independence strenuously objected to this "neither-fish-nor-fowl" status. To demonstrate its antipathy toward the passage of the act and to demand a plebiscite on Puerto Rico's status, the lower house in 1909 refused to pass any laws, including the colony's budget.

In 1912, Woodrow Wilson expressed support for democratic change in Puerto Rico's government. Luis Munoz Rivera, the Puerto Rican statesman and leader, pressed for reform that would give the island at least the autonomy enjoyed by Canada within the British Empire. As a result of these and other factors, the Jones Act went into effect in 1917, offering United States citizenship to the people of Puerto Rico.

According to the provisions of the law, Puerto Ricans could reject United States citizenship on an individual basis during the six months following the effective date of the act. In addition, the Jones Act replaced the executive council with a universally elected upper house. Legislation passed by the bicameral legislature, however, was still subject to the veto of the governor and the United States Congress. Moreover, Puerto Rico still lacked the right to participate in the election of the president of the United States and the right of voting representation in Congress. Finally, Puerto Rico had to accept Prohibition in return for these reforms. This provision crippled the island's economy, depriving Puerto Rico of much-needed revenue from the rum industry.

MAJOR IDEAS

- United States foreign policy has been frequently resented and resisted by those it has affected.
- Puerto Rico today still has an IDENTITY problem due to the ambiguous POLITICAL SYSTEM imposed by the United States.

CONCEPTS

- Human Rights
- Identity
- Political System

PERFORMANCE OBJECTIVES

Students will be able to:

- Analyze the provisions of the Jones Act of 1917.
- Compare and contrast arguments for and against the Jones Act.
- Assess the extent to which the Jones Act made Puerto Ricans "second-class citizens."

DEVELOPMENT

- Distribute Worksheet 6A, "The Foraker Act and the Jones Act." Have students complete the exercise on the worksheet; then have them explain their answers to the following questions:
  - — What did the Foraker Act say?
  - — How did the Foraker Act affect the ability of Puerto Ricans to govern themselves?
  - — If you were a Puerto Rican at that time, how would you have reacted to the passage of the Foraker Act?
  - — If you were a member of the United States Congress at that time, would you have voted to pass the Foraker Act?
  - — What did the Jones Act say?
  - — Compare how Puerto Rico was to be governed under the Foraker Act with how it was to be governed under the Jones Act.
  - — If you had been a Puerto Rican at the time, would you have accepted or rejected United States citizenship as described in the Jones Act?
  - — How can you explain why most Puerto Ricans accepted citizenship under the conditions set down in the Jones Act?
- Distribute Worksheet 6B, "Reactions to the Jones Act." Divide the class into groups of four. Assign each student in the group a different one of the four readings on the worksheet. Have students as a group complete the exercise at the end of the worksheet. Then have them explain their answers to the following questions:
  - — What do we learn about the reactions to the Jones Act from these readings?
  - — How are the reactions to the Jones Act similar? How are they different?
  - — Which seem to be the strongest arguments for supporting the Jones Act?
  - — Which seem to be the strongest arguments for opposing the Jones Act?
  - — With which person's reactions to the Jones Act would you have agreed most?
  - — What alternatives to the Jones Act could you suggest for governing Puerto Rico?
  - — Role-play a debate between supporters and opponents of the Jones Act.
- Distribute Worksheet 6C, "Editorial on the Jones Act." Have students express their opinions on the law and, as responsible journalists, offer alternatives.

FOLLOW-UP ACTIVITIES

- Have students study the political system in Puerto Rico today. Ask: How has it changed? How has it remained the same?
- Discuss with students the three possibilities that still exist for Puerto Rico: statehood, independence, or commonwealth status. Then divide the class into three groups, each group representing a possible solution. Have the groups present their ideas in the form of a debate before the class and/or student body. Then take a vote.
- Students can choose a Caribbean country on which to do a research paper. They can compare and contrast political systems or economies with that of Puerto Rico.
- Contact the Puerto Rican Development Administration, 1290 Avenue of the Americas, New York, NY (212) 245-1200. Arrange to visit its offices and/or have a speaker visit the school.
- Contact local community action groups, such as *El Puente* (Brooklyn). Encourage students to get involved in local political action.

The Foraker Act and the Jones Act

After the United States gained control over Puerto Rico in 1898, it set up a government under the Foraker Act in 1900. As a result of the opposition of Puerto Ricans to the Foraker Act, the United States passed the Jones Act in 1917. Read the two acts below, then complete the exercise that follows.

THE FORAKER ACT, 1900

1. Puerto Rico is a United States possession. Puerto Ricans are not citizens of the United States, but can elect a non-voting observer to the United States Congress.
2. Puerto Ricans will have the right to elect the lower house of its local legislature. The upper house will be nominated by the president of the United States and approved by the United States Congress.
3. The governor general, who is appointed by the president (with the advice and consent of the United States Senate), will have the power to amend or void all legislation of Puerto Rico.
4. All foreign trade bills affecting Puerto Rican trade will be enacted by the Congress of the United States.
5. The provisions of these bills can be changed by the Congress of the United States, if it so desires.

THE JONES ACT, 1917

All people of Puerto Rico shall be granted United States citizenship with all its privileges and responsibilities, except the right to vote for the president of the United States and the right to representation in Congress. However, any citizens of Puerto Rico will have until six months after this act becomes law to refuse to accept such citizenship.

The government of Puerto Rico shall consist of a governor, appointed by the president of the United States, and two houses of the legislature, elected by the people of Puerto Rico. Any law passed by the legislature may be vetoed by the governor or the United States Congress.

EXERCISE

In the chart below, list the major similarities and differences between the provisions of the Foraker and Jones Acts for the government of Puerto Rico by putting a check mark (✔) in the appropriate box.

Provision	Foraker Act	Jones Act
Puerto Rico will have a governor appointed by the president of the United States.		
Puerto Rico will have a two-part law-making body.		
One part of the law-making body will be appointed by the president and the other part will be elected by the people of Puerto Rico.		
Both houses of the legislature (law-making body) will be elected by the people of Puerto Rico.		
The people of Puerto Rico will have United States citizenship, except the right to vote for the president and representation in Congress.		
Any law passed by the legislature may be vetoed by the governor or the United States Congress.		

Reactions to the Jones Act

STATEMENT 1.
FROM A MAINLAND NEWSPAPER:

Puerto Ricans were neither citizens of the United States nor nationals of another country. However, on March 2, 1917, President Wilson signed the Puerto Rican Civil Government Bill making Puerto Ricans citizens of the United States.

The new law tries to restore at least a measure of self-government. According to the legislation, every male of twenty-one years and over has been given the vote. In addition, the executive council which had been previously appointed by the president of the United States has been replaced by a senate of nineteen members elected by the people of Puerto Rico.

Politically, therefore, this new act has improved the political status of the people of Puerto Rico. In appreciation, the legislature of Puerto Rico has set aside a special day to commemorate the passage of this act.

The Outlook, New York, May 4, 1917, p. 447.

STATEMENT 2.
FROM A MAINLAND MAGAZINE:

Not all opinion in the United States endorsed the legislation known as the Jones Act. The *Boston Transcript* commented:

We are not giving Puerto Rico by this law the full status of a territory. The treatment of Puerto Rico by the United States is much worse than its treatment by Spain, for Puerto Rican representatives were seated in the Spanish Parliament on the same terms as representatives from other parts of Spain. In the case of Puerto Rico, therefore, it can be said that we are untrusting of the people of the Island.

The Literary Digest, New York, May 17, 1917, p. 890.

STATEMENT 3. LUIS MUNOZ RIVERA, THE SENIOR STATESMAN OF PUERTO RICO:

It is true that my countrymen have asked for American citizenship.... However, we will not accept this bill which gives us second-class citizenship. It does not permit our people to control their own resources, nor to share in the vital decisions which will affect their lives. Give us statehood and your glorious citizenship will be welcome to us. If you deny us statehood, we decline your citizenship.

Reprinted by permission of Greenwood Publishing Group, Inc., Westport, CT, from *The Puerto Ricans*, K. Waggenheim, ed. (Westport, CT: Praeger, 1973), pp. 60-61.

STATEMENT 4. JOSE DE DIEGO, A PUERTO RICAN LEADER:

We request American citizenship with all the rights that go with it. This means citizenship with autonomy. And if we would choose between the two, we clearly prefer self government to American citizenship without self government.... Never before in international law has such a thing been seen in the democratic nations of the world: 1,200,000 human beings, who by the law of the Congress are stripped of their natural citizenship. Puerto Ricans are reduced to the condition of being foreigners in their homeland.

Waggenheim, p. 119, 283.

EXERCISE

Pretend that the four people whose comments appear on the previous page are being interviewed. Write their probable answers to the following questions:

Question 1. To the writer of the newspaper article: Why do you say this new act has improved the political status of the people of Puerto Rico?

Answer: _____

_____

_____

Question 2. To the writer of the *Boston Transcript* article: Why do you say that the passage of the Jones Act proves that we are distrusting of the people of Puerto Rico?

Answer: _____

_____

_____

Question 3. To Luis Munoz Rivera: Why do you think Puerto Ricans will be treated as "second-class citizens" as a result of the Jones Act?

Answer: _____

_____

_____

Question 4. To Jose De Diego: Why do you say that as a result of the Jones Act, Puerto Ricans are reduced to the condition of being foreigners in their own homeland?

Answer: _____

_____

_____

Editorial on the Jones Act

DIRECTIONS

Imagine that you are working for a newspaper in Puerto Rico. You have been given an assignment to write an editorial about the Jones Act. Your editorial will be a response to the Jones Act. Write your ideas on the lines provided below:

LA PRENSA PUERTORRIQUEÑA
La Voz Del Pueblo Boricua

I think that the Jones Act is _____

In response to the Jones Act, the people of Puerto Rico should _____

Learning Activity 7

Did the Open Door policy best serve the interests of the United States or those of China?

THEME

Struggle for Equality

BACKGROUND

At the beginning of the twentieth century, most United States foreign policy objectives in Asia centered on the expansive Chinese empire. President McKinley justified United States acquisition of the Philippine Islands, for example, by citing their proximity to China and the resulting expansion of trade between the United States and China.

The Manchu government, or Ch'ing Empire, was unable, despite its vast territory, valuable resources, and huge population, to protect itself from the imperialist activities of the major European and Asian powers. These nations—Japan, Russia, Germany, England, Italy, and France—threatened China's territorial integrity and took over its vital markets and resources. The United States, though not as aggressive as the others, nevertheless expanded its power and influence in the region.

The foreign powers intensified their rivalries and, as a result, prevented each other from colonizing China as they had colonized India and Africa. To protect its interests by stabilizing the influence of other powers in the region, Britain requested the support of the United States in the creation of a multilateral open-trade agreement.

Because the United States had not attempted to annex Chinese territory, it was able to maintain China's trust. Accordingly, the United States developed two foreign policy objectives: to keep Chinese trade free and open to all countries, and to allow China to maintain limited status as an independent nation.

In September of 1899, Secretary of State John Hay urged the major European powers to allow all nations equal access to trade in the areas under European control, and not to interfere with each other's interests; nor were they to discriminate against foreign nationals. The Chinese government would collect customs duties. Tariffs, railroad charges, harbor duties, etc., would be the same for every customer.

This proposal, known as the Open Door policy, although it was not a formal policy and the United States did not have the power to enforce it, nevertheless won the approval of the nations receiving Hay's proposal, who stated that they would abide by it if the other nations agreed to do so.

Since the mid-1800s, however, many Chinese had become increasingly angry over foreign encroachments in their nation. Many saw Christian influence in China, which had begun officially with the Treaty of Tientsin in 1858, as socially disruptive and threatening, particularly when it was supported and protected by force of arms. The foreign presence also put strains on China's economic order: foreign imports and railroads destabilized many regions of China, and European land development and mining were believed to have negative effects on the natural order. Floods and famines exacerbated these factors; many Chinese blamed foreigners, who, they believed, had disturbed the deities.

In 1900, after decades of anti-foreign sentiment, the Boxer Uprising exploded across China with a fury that alarmed the foreign powers. The fiercely nationalistic Boxers, or Righteous and Harmonious Fists, organized and armed themselves and attacked the foreigners (whom they called the "Hairy Men") and their properties. Their motto was "Support the Ch'ing, Destroy the Foreigner!" Generally refusing guns, they preferred to use traditional Chinese weapons in the succession of attacks they mounted in defense of their culture.

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Eventually, a coordinated effort by foreign powers, including the United States, defeated the Boxer Uprising. The Chinese government was forced to pay reparations for damages to foreign property. The United States received $25 million to settle damage claims, but returned $10 million to China. In gratitude, the Chinese placed the money in trust for the education of Chinese youths, both in their own country and in the United States.

MAJOR IDEA

- At the beginning of the twentieth century, the United States began to intervene in the affairs of other nations to pursue its own interests.

CONCEPTS

- Change
- Human Rights
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Describe the elements of the Open Door policy.
- Explain the reasons behind the Open Door policy.
- Analyze the Chinese perspective on the Open Door policy.
- Evaluate the Open Door policy to determine whether it was in the best interests of the United States or China.

DEVELOPMENT

- Distribute Worksheet 7A, "Foreign Nations and China." Have the students complete the exercise on the worksheet. Then have them answer the following questions:
  - — What do we learn about the treaties made between China and the European powers during the 1800s from this worksheet?
  - — Why was it said that treaties like these created "spheres of interest" for European countries such as Great Britain?
  - — What did countries such as Great Britain gain from establishing spheres of influence?
  - — If you were a citizen of China at the time, how would you have reacted to your government signing such treaties? How can you explain the Chinese signing such treaties?
  - — Were such treaties fair to both sides?
- Distribute Worksheet 7B, "Spheres of Influence." Have students study the map and explain their answers to the following questions:
  - — What information do we get from this map about the spheres of influence in China?
  - — How can you explain the location chosen by foreign powers for their spheres of influence?
  - — If you were Chinese, how would you react to seeing this map? What would you do about it?
- Distribute Worksheet 7C, "The Open Door Policy in China." Have students read the worksheet and complete the exercise. Then have them explain their answers to the following questions:
  - — What do we learn about the Open Door policy from this worksheet?
  - — How would the Open Door policy affect United States interests in China?
  - — How would the Open Door policy affect China?
  - — If you were the leader of one of the nations to whom the United States sent this note, how would you have reacted to it?
  - — If you were the Emperor of China, how would you have reacted to the Open Door policy?
  - — Was the Open Door policy in the best interests of the United States or China?

- Distribute Worksheet 7D, "The Boxers." Have students read the worksheet and complete the exercise. Then have them explain their answers to the following questions:
  - — What do we learn about the Boxers from this worksheet?
  - — What seem to be the major goals of the Boxers?
  - — If you were a recruiter for the Boxers, what would you say to convince others to join your cause?
  - — If you were a foreigner living in China at the time, how would you have reacted to this paragraph?
  - — Was the use of violence by the Boxers justified?
  - — Was there a better way than violence to get foreigners out of China? Explain.
- Distribute Worksheet 7E, "The Emperor's Response to Imperialism." Have students read the worksheet and complete the exercise. Then have them explain their answers to the following questions:
  - — What is this conversation about?
  - — Whom do the Emperor and the teacher Mr. K'ang blame for the foreign takeover of China? Explain.
  - — What does the teacher mean when he says, "Relying on your ministers to bring about change will be like climbing a tree to seek for fish?"
  - — If you were the Emperor what would be your response to the teacher's suggestion for bringing about change?

FOLLOW-UP ACTIVITIES

- Have students draw a time line summarizing the major developments in relations between the United States and China during the period 1899-1920.
- Students may assume the point of view of the United States ambassador to China in 1900 and prepare an introductory statement to the Chinese emperor explaining the intentions of the United States concerning its policy on China.
- Students may write an essay explaining why the United States should or should not issue an "open door" policy for any country in the world today.

Foreign Nations and China

By the 1890s, foreign powers had taken over important areas of China. Two examples of treaties made between China and the powers of Europe (Great Britain in these cases) appear below. Such treaties created "spheres of influence" in China. After you have read the excerpts from the treaties, complete the exercise that follows.

THE TREATY OF NANKING

ARTICLE II. His Majesty the Emperor of China agrees that British subjects shall be allowed to live without being bothered or restrained at the cities and towns of Canton, Amoy, Foochow-fu, Ningpo, and Shanghai.

ARTICLE III. It being obviously necessary that British subjects should have some port where they may dock and refit their ships when required, His Majesty the Emperor of China gives up to Her Majesty the Queen of Great Britain, the island of Hong Kong, to be possessed forever by Her Britannic Majesty, her heirs and successors, and to be governed by such laws and regulations as Her Majesty the Queen of Great Britain, shall see fit to direct.

ARTICLE VI. The government of Her Britannic Majesty having had to demand and obtain payment for the violent and unjust actions of the Chinese high authorities toward Her Britannic Majesty's officers and subjects, the Emperor of China agrees to pay the sum of twelve million dollars to make up for those expenses.

THE TREATY OF TIENTSIN

ARTICLE XVI. Chinese subjects who may be guilty of any criminal act towards British subjects shall be arrested and punished by the Chinese authorities according to the laws of China.

British subjects who may commit any crime in China shall be tried and punished by the Consul or other Public Functionary authorized thereto according to the laws of Great Britain.

Justice shall be fairly and impartially administered on both sides.

Adapted from *China, The Maritime Customs III, No. 30. Treaties, Conventions, etc., Between China and Foreign States* (Shanghai: Department of the Inspectorate General of Customs, 1917), pp. 352-353, 421.

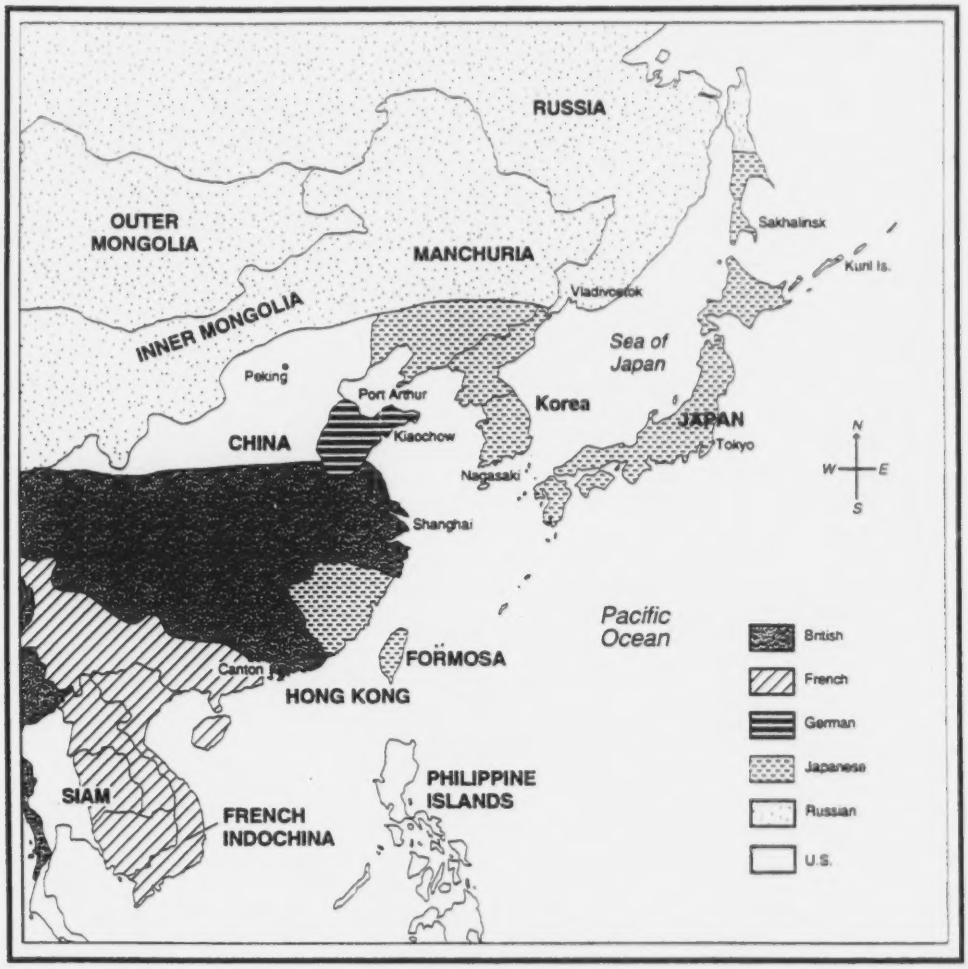
EXERCISE

Read the treaties and complete the following chart:

BRITAIN-CHINA TREATIES	
What China Gets	**What Britain Gets**

Spheres of Influence

The map below identifies the various spheres of influence in China before World War I.



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The Open Door Policy in China

In September of 1899, United States Secretary of State John Hay proposed the Open Door policy in a letter to the leaders of Great Britain, Germany, Russia, Japan, Italy, and France, inviting them to agree to three principles. The following excerpt outlines the terms of the Open Door policy.

> **Dear Friends,**
>
> **To ensure all nations involved in trading in China the benefits which should develop from claiming "spheres of interest," the Government of the United States would be pleased to see your Government give formal agreement and lend its cooperation in securing like agreement from the other interested powers.**
>
> **First. No government will interfere with any trading rights or any other interests within any so-called "sphere of interest" or leased territory it may have in China.**
>
> **Second. The Chinese tax shall apply to all merchandise landed or shipped to all such ports as are within said "spheres of interest." All taxes shall be collected by the Chinese Government.**
>
> **Third. No nation will collect higher harbor dues on ships of another country than shall be collected on vessels of its own nationality.**

Adapted from *Papers Relating to the Foreign Relations of the U.S.*, John Hay (Washington, DC: Government Printing Office, 1899), pp. 129-130.

EXERCISE

Pretend you are a government official in China who has been assigned the task of replying to the United States Open Door policy. Write a letter to John Hay, United States Secretary of State, stating your opinion of the Open Door policy. Be sure to support your views with specific arguments and facts.

Honorable John Hay
United States Secretary of State

Dear Mr. Hay,

_____

_____

_____

_____

_____

_____

The Boxers

The League of Harmonious Fists, also known as the Boxers, was a secret society encouraged by the Empress of China. The following is an excerpt from their literature.

A dragon design that appeared on Boxer banners.

FOREIGN DEVILS have come with their teachings. Converts to Christianity, Roman Catholic and Protestant, have become numerous. These churches have attracted all the greedy and grasping people as converts. To an unlimited degree these foreigners have practiced oppression, until every good official has been corrupted and has become their servant. So telegraphs and railways have been built, foreign rifles and guns have been manufactured. There are locomotives, balloons, and electric lamps the foreign devils think excellent. Though they ride in special seats unbefitting their rank, China yet regards them as barbarians. The Boxers will burn down the foreign houses and restore the temple. Foreign goods of every kind they will destroy.

Adapted from "The Associated Fists," from *Open Court*, Rev. George T. Candlin (London, 1900), pp. 558, 560.

EXERCISE

Create a slogan for the Boxers:

_____

_____

_____

The Emperor's Response to Imperialism

The following conversation about the role of foreigners in China occurred between the Chinese Emperor Kwang-hsu and a teacher named K'ang Ye-wei. After listening to students read this conversation aloud, write the response you would have given to the teacher if you were the Emperor.

Mr. K'ang: The four barbarian nations are all invading us and their attempt to cut up our nation is gradually being carried out: China will soon perish.

Emperor: All this is caused by those in our country who are against change.

Mr. K'ang: Your Majesty's sacred intelligence has understood the cause of the illness; and the medicine is right there. Unless we change the old ways entirely and make them new again, we cannot make ourselves strong.

Emperor: Today it is really urgent that we change!

Mr. K'ang: Today most of the high ministers are very old and against change. If Your Majesty wishes to rely on them for change, it will be like climbing a tree to seek for fish. These high officials have been promoted by the old system, and when they come to high positions their spirit and energies are already declining. If Your Majesty wishes reform, the only thing to do is to promote lower officials and employ them without following the old ways.

Emperor: _____

_____

_____

_____

Adapted from *China's Response to the West: A Documentary History*, Su-Ye Teng and John K. Fairbank, eds. (Cambridge, MA: Harvard University Press, 1954), p. 189.

Learning Activity 8

Was United States involvement in World War I inevitable?

THEME

Struggle for Equality

BACKGROUND

By the early 1900s Serbia, Bulgaria, and Greece had acquired many of Turkey's eastern European possessions. The advances made by these countries, as well as Romania and Montenegro, fostered nationalistic feeling in the region. Serbia began efforts to free its Slavic neighbors from Austria-Hungary, the other major colonial power in this region of Europe. Russia encouraged this climate of agitation among the Slavs in order to gain influence over areas that would provide it with warm-water ports on the Black Sea. Since these port areas were controlled by Austria-Hungary and Turkey, any trouble for these colonial powers would benefit Russian designs.

As these shifts of power occurred, the European nations attempted to strengthen their positions by forming (and breaking) alliances. Germany, Austria-Hungary, and Turkey became known as the Central Powers. Their adversaries were the Allied Powers, or Allies, which included Great Britain, Russia, and France.

By 1914 the situation had become critical as the Austrians (supported by the Germans) and Serbians (encouraged by the Russians) confronted each other. England and France watched from the sidelines as their treaty obligations with the Russians threatened to force them into active participation in the conflict.

On June 28, 1914, a Serbian nationalist assassinated the heir to the Austro-Hungarian throne, Archduke Franz Ferdinand, in the city of Sarajevo (located in present-day Bosnia-Herzegovina). Austria-Hungary held the Serbian government responsible for the assassination and demanded that Serbia suppress all nationalistic activities and submit to control by Austro-Hungarian authorities. Serbia, supported by Russia, refused to agree to the demands. Austria-Hungary declared war, and by August 4, 1914, the nations of Europe were fighting World War I. Members of both alliances had prepared for this development. They were encouraged by their military experts with images of glory and the possibility of acquiring new territories. The Central Powers were later joined by Bulgaria and Turkey, and the Allied Powers gained the support of Italy.

At this time the United States adhered to its policy of political neutrality. Nevertheless, its citizens took up positions based on various ancestral, cultural, and economic considerations. By 1915, as the Allied Powers seemed to have gained the upper hand, Germany sought to break the British blockade of its ports and resorted to unrestricted submarine warfare. In May of that year, German submarines sank the British passenger ship *Lusitania*.

A surge of anger against the Germans erupted in the United States when it was learned that over one hundred United States citizens were killed in the attack. President Wilson demanded an end to such attacks on passenger liners. Anti-German sentiment peaked when the Germans returned to submarine warfare in 1917 in an all-out effort to cut Allied supply lines.

The trigger for United States entry into the war was a note intercepted by the British, sent from the German foreign secretary Zimmermann to the German ambassador in Mexico in which Germany offered its support to Mexico in recovering parts of Texas, New Mexico, and Arizona if Mexico joined the Central Powers. On April 6, 1917, the United States joined the Allied Powers to make the world "safe for democracy."

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MAJOR IDEA

- Activities by both sides in the hostilities undermined initial attempts by the United States to remain neutral in World War I.

CONCEPTS

- Change
- Political System
- Power

PERFORMANCE OBJECTIVES

Students will be able to:

- Explain the fundamental causes of World War I (e.g., intense nationalism, power struggles among European nations, failure of leadership, European alliances).
- Draw conclusions as to whether the United States could have avoided its involvement in World War I.
- Suggest what President Wilson might have done to avoid United States participation in the war.

DEVELOPMENT

- Distribute Worksheet 8A, "Causes of World War I." Have students complete the worksheet, then have them answer the following questions:
  - — What do we learn about World War I from this worksheet?
  - — What seems to be the most important cause of World War I?
  - — If you were president of the United States at the time these events occurred, what would have been your reaction to the events described in these headlines?
  - — What actions should the United States have taken in response to these headlines?
  - — Now that you have considered the headlines, do you think World War I was unavoidable?
- Divide the class into groups of three. Distribute Worksheets 8B ("German U-Boats"), 8C ("United States Trade, 1914-1916"), and 8D ("The Zimmermann Letter Angers Americans") each to a different member of each group. Have each group member complete the exercise on the worksheet, then share with the group the information they learned. Then have students explain their answers to the following questions:
  - — What information do we get from these worksheets?
  - — How do these worksheets help explain how the United States became involved in World War I?
  - — If you had been an American at the time, what would have been your reaction to the German submarine attacks that caused the deaths of your fellow citizens? Would such sinkings be justified if it was proved that the ships the Germans sunk were carrying supplies to Germany's enemies?
  - — How do you account for the decline in United States trade with Germany? How justified was the British blockade?
  - — If you had been a German at the time, what would have been your reaction to the chart on Worksheet 8C? To what extent does this chart indicate that the United States was not being neutral in World War I?
  - — How do you think Americans reacted to the Zimmermann note? If you had been the president of the United States, what would you have done in response to the Zimmermann note?
  - — Does any of the information contained on Worksheets 8B, 8C, or 8D justify the United States entering World War I?
- Distribute Worksheet 8E, "President Wilson Calls for War." Have students complete the exercise on this worksheet, then have them explain their answers to the following questions:
  - — What is Wilson saying?
  - — Why is Wilson calling for a declaration of war against Germany?
  - — What evidence is there to support Wilson when he says, "We enter this war because there are no other means of defending our rights?"

— How does Wilson try, in this speech, to stir people's feelings to support the declaration of war?

— If you were an American at the time, would you have found this speech persuasive in getting you to support the United States entering into the war?

- Distribute Worksheet 8F, "DuBois on World War I." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  — What is DuBois saying here?

  — Why did DuBois say, "This war is an End and, also, a Beginning"?

  — To what extent did DuBois's predictions come true?

  — Which of DuBois's predictions did not come true?

- Distribute Worksheet 8G, "Opponents of United States Entry into World War I." After students have completed the exercise on the worksheet, have them explain their answers to the following questions:

  — What do we learn from this worksheet about the reasons why some people in the United States opposed the war?

  — What does Norris mean when he says the United States "should have maintained the strictest neutrality from the beginning"?

  — What does Debs mean when he says, "The master class always brought a war and the subject class fought the battles"?

  — What is your reaction to reading the words to the song "I Didn't Raise My Boy to Be a Soldier"?

  — How convincing were these arguments against the United States entering World War I?

  — Were United States citizens who opposed the war disloyal?

FOLLOW-UP ACTIVITIES

- Students may ask their great-grandparents or anyone they might know who was alive during World War I to talk about their memories of the war or what they can recall about people's attitudes toward the war. Have students share their information with the class.

- Have students visit their local library to examine newspapers from 1914-18. Based on their readings, have them write a report on local or national attitudes toward the war.

- Have students draw a cartoon depicting any of the developments that led to the outbreak of World War I.

- Students may draw a World War I time line that includes the causes and effects of the major developments that were responsible for the outbreak of the war.

- Divide the class into two groups: pro-war and anti-war. Then have them debate the issue of whether or not the United States should have entered World War I.

Causes of World War I

The spark that ignited World War I was a Serbian nationalist's assassination of Archduke Franz Ferdinand, the heir to the throne of Austria-Hungary. There were, however, underlying or fundamental causes that help explain the war.

If someone had kept a scrapbook of newspaper headlines outlining the fundamental causes of World War I, it might appear like the page below. After studying this worksheet, complete the exercise, which follows.

The Journal

EUROPE'S MAJOR POWERS COLONIZE ASIA AND AFRICA

BRITAIN AND FRANCE TRY TO STOP GERMANY'S SEARCH FOR NEW TERRITORIES IN AFRICA

RUSSIA LOOKS TO TAKE TERRITORY IN TURKEY

The Journal

GERMANY ATTEMPTS TO BUILD NAVY TO CHALLENGE GREAT BRITAIN

EUROPEAN NATIONS SPEND MONEY ON ARMIES AND NEW WEAPONS

The Journal

FRANCE VOWS TO TAKE BACK LANDS LOST TO GERMANY IN RECENT WAR

MAJOR EUROPEAN POWERS SUPPORT INDEPENDENCE MOVEMENTS THAT WOULD HURT THEIR ENEMIES

RUSSIA SUPPORTS SLAVIC PEOPLE IN AUSTRIA-HUNGARY

The Journal

GERMANY, AUSTRIA-HUNGARY, AND TURKEY JOIN TOGETHER TO FIGHT ENEMY IF ANY ONE OF THEM IS ATTACKED

FRANCE, RUSSIA, AND GREAT BRITAIN FORM ALLIANCE TO FIGHT TOGETHER IF ANY OF THE THREE IS ATTACKED

EXERCISE

Imagine that in a classroom debate about the causes of World War I, four students made the statements that appear below. Place the number of the student next to the group of headlines that best supports the student's conclusion.

Student #1. The grouping of nations into fighting alliances led to the beginning of World War I.

Student #2. Nationalism caused World War I.

Student #3. Militarism was the most important cause of World War I.

Student #4. Imperialism was at the heart of the disagreements that led to World War I.

WORKSHEET 8B

German U-Boats

When World War I began in 1914, President Wilson declared that the United States would be neutral. However, Great Britain set up an illegal naval blockade, mined the North Sea, and began seizing neutral ships. In retaliation, German U-boats (submarines) began sinking without warning ships that Germany believed were carrying supplies to its enemies (France, Britain, and Russia). After the United States protested, the Germans pledged to stop their unrestricted submarine warfare. Some results of Germany's actions appear below. On a separate sheet of paper, summarize the information in the chart.

Death Harvest of Germany's Submarines under Restrictions

Below is a partial record of the destruction of life and property resulting from Germany's submarine warfare, which Berlin claimed was in accordance with international law, before and after the pledge given to the United States September 1, 1915. What will be the result of the new policy of ruthlessness, of which the United States received warning yesterday:

SHIPS SUNK BY GERMAN SUBMARINES BEFORE PLEDGE TO UNITED STATES.

Name. Date.	Lives lost.	Americans.
Falaba, March 28, 1915	111	1
Aguila, March 28, 1915	26	...
Gulflight (American), May 1, 1915	8	3
Lusitania, May 7, 1915	1,198	102
Leelanaw (American), July 25	...	...
Iberian, July 31, 1915	6	3
Arabic, August 19, 1915	44	2

SHIPS SUNK AFTER PLEDGE TO UNITED STATES OF SEPTEMBER 1, 1915.

Hesperian, September 4, 1915	32	...
Ancona, November 7, 1915	206	24
†Persia, December 30, 1915	335	2
Maloja, February 27, 1916	155	...
*Silvius, March 9, 1916	3	...
*Tubania, March 16, 1916	...	...
*Berwindvale, March 16, 1916	...	...
*Sussex, March 24, 1916	80	‡
*Manchester Engineer, March 27, 1916	...	...
Zent, April 5, 1916	48	...
Chantala, April 8, 1916	9	...
Santanderino, April 10, 1916	4	...
Rio Branco, May 2, 1916	...	...
Cymric, May 8, 1916	5	...
Mira (French coasting ship), May 16, 1916	§	...
†Batavier V, May 16, 1916	4	1
†Koenigin Wilhelmina, July 31, 1916	3	...
Letimbro, August 2, 1916	x	...
†Kelvina, September 2, 1916	...	...
Marina, October 28, 1916	19	6
Angheliki, October 30, 1916	50	...
Lanao (American), October 28, 1916	...	...
*Arabia, November 6, 1916	2	...
Columbia (American), November 7, 1916	...	...
Chemung (American), November 26, 1916	...	...

* Americans aboard.
† Sunk by mine or torpedo; cause undetermined.
‡ Several.
§ All on board.
x Number unknown.

October 8, 1916, German submarine U-53 sunk off Newport R.I., beyond the 3-mile limit five steamships – the Strathdene, the West Point and Stephano, all British; the Bloomersdijk, Dutch, and the Christian Knudsen, Norwegian. No lives were lost.

From *The New York Times*.

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United States Trade, 1914-1916

The chart below contains information about the business that the United States did with nations who were fighting against each other in World War I. After studying the chart, summarize the information in the space below.

United States Exports to the Major Warring Nations, 1914-1916
(in millions of dollars)

Nations	1914	1915	1916
Major Allied Powers: France, United Kingdom, and Czarist Russia	785.0	1341.8	2465.6
Major Central Powers: Germany, Turkey, and Austria-Hungary	370.7	30.9	.3

The Zimmermann Letter Angers Americans

On February 26, 1917, the British Naval Intelligence Service intercepted this note from the German government (Foreign Secretary Zimmermann) to the German ambassador in Mexico and forwarded it to the United States Department of State. When it appeared in the newspapers, public reaction in the United States was strong. After you have read the letter, summarize the information in your own words in the space below.

Berlin, January 19, 1917

On the first of February we intend to begin unrestricted submarine warfare. In spite of this, it is our intention to keep the United States of America neutral.

If this attempt is not successful, we propose an alliance on the following basis with Mexico: That we shall make war together [against the United States] and together make peace. We shall give general financial support, and it is understood that Mexico is to reconquer the lost territory in New Mexico, Texas, and Arizona. The details are left for your settlement.

You are instructed to inform the President of Mexico of the above in the greatest confidence as soon as it is certain there will be an outbreak of war with the United States.

Please call to the attention of the President of Mexico that submarine warfare now promises to force England to make peace in a few months.

Zimmermann.
(German Foreign Secretary)

President Wilson Calls for War

On April 2, 1917, President Woodrow Wilson called for a declaration of war against Germany. After you have read this excerpt from his declaration of war speech, complete the exercise that follows.

> **WE ENTER** this war only where we are clearly forced into it because there are no other means of defending our rights. It is a fearful thing to lead this great peaceful people into war, into the most terrible and disastrous of all wars... we shall fight for the things which we have always carried nearest our hearts— for democracy, for the right of those who submit to authority to have a voice in their own Governments, for the rights and liberties of small nations, for peace and safety to all nations and make the world itself at last free. To such a task we can dedicate our lives and our fortunes....

Essential Writings & Speeches of Woodrow Wilson, Albert Fried, ed., pp. 308-309.

EXERCISE

Work with a partner to suggest six questions you would ask Woodrow Wilson in an interview about his call for a declaration of war.

1. _____ ?
2. _____ ?
3. _____ ?
4. _____ ?
5. _____ ?
6. _____ ?

DuBois on World War I

W.E.B. DuBois, an African-American leader, believed that it was important for African-Americans to fight in World War I. After reading his remarks below, complete the exercise that follows.

> **YOU ARE NOT** fighting simply for Europe; you are fighting for the world, and you and your people are a part of the world. This war is an End and, also, Beginning. Never again will darker people of the world occupy just the place they had before. Out of this war will rise, soon or late, an independent China; a self-governing India; an Egypt with representative institutions; an Africa for Africans. Out of this war will rise, too, an American Negro, with the right to vote and right to work and the right to live without insult. These things may not and will not come at once; but they are written in the stars....

American Voices, Carol Berkin (Glenview: IL. Scott Foresman, 1992), p. 426.

EXERCISE

In the left-hand column, list three predictions DuBois made regarding the changes which would come about as a result of World War I. Place a check mark (✔) in the right-hand column next to those of DuBois's predictions that came true. (You may have to consult your social studies textbook.)

Three Predictions by DuBois	Predictions that came true
	☐
	☐
	☐

Opponents of United States Entry Into World War I

Before and after United States entry into World War I, a number of prominent United States citizens spoke out against involvement in the war. Read the following statements, as well as the song, "I Didn't Raise My Boy to Be a Soldier." Then complete the exercise.

"This war is being forced upon our people without their knowing why and without their approval."

Senator LaFollette of Wisconsin
OAH Magazine of History, Vol. 1, No. 3/4, pp. 35-38.

"We ought to have maintained from the beginning the strictest neutrality. If we had done this, I do not believe we would have been on the verge of war at the present time."

Senator Norris of Nebraska

"War does not come by chance. War is not the result of an accident. In all these nations, the great industries are owned by a relatively small class. They are operated for the profit of that class. The master class has always brought a war and the subject class has fought the battle. I have not a drop of blood to shed for the oppressors of the working class and the robbers of the poor."

Eugene V. Debs,
Union leader and Socialist candidate for President of the United States
Adapted from *The Heritage of Gene Debs*, Alexander Trachtenberg, ed. (New York: International Publishers, 1928), pp. 50-51.

I DIDN'T RAISE MY BOY TO BE A SOLDIER

A song by
Alfred Bryan and Al Piantadosi
(1915)

Ten million soldiers to the war have gone
Who may never return again.
Ten million mothers' hearts must break
For the ones who died in vain.
Head bowed down in sorrow
In her lonely years,
I heard a mother murmur thro' her tears:

Chorus:
I didn't raise my boy to be a soldier,
I brought him up to be my pride and joy,
Who dares to put a musket on his shoulder,
To shoot some other mother's darling boy?
Let nations arbitrate their future troubles,
It's time to lay the sword and gun away,
There'd be no war today,
If mothers all would say,
I didn't raise my boy to be a soldier.

Alfred Bryan and Al Piantadosi, "I Didn't Raise My Boy to Be a Soldier" (New York: Leo Feist, Inc., 1915).

EXERCISE

Based on the statements and the song you have read on this worksheet, design a button with a slogan on it that you believe might have been used by those people who were opposed to the United States entering into World War I.

Learning Activity 9

How much did World War I affect the people of the United States at home?

THEME

Movements of People

BACKGROUND

Life in the United States during World War I was difficult for most people. The nation had to go from enjoying peace to waging war. To achieve victory, the government took control of resources, including human resources. Factories that made shoes, for example, would now make soldiers' boots. People who paid little attention to politics began to make sacrifices for a war that arose from political entanglements. Schools that taught about the values of peace now had to teach about the conditions of war and the costs of victory.

Although most people sided with the President, thousands of pacifists and socialists spoke out against the war. Influential people such as the Republican Senator Bob LaFollette and the Democratic orator William Jennings Bryan at first opposed entering the war, though they finally committed to their country's war effort. The labor leader Eugene V. Debs, however, was tried, convicted, and sent to jail for making an anti-war speech.

Wilson, speaking about the need to support the war, convinced many people who opposed the war to change their views. To win public support for the new Selective Service Act that required the registration of young men between the ages of 21 and 31, civilians were appointed to administer local draft boards. Nearly 10 million young men appeared at their local draft boards on June 5, 1917, to register for military service.

Everyone who lived in the United States felt the impact of World War I. Both adults and children acquired many new responsibilities to assist the war efforts. They purchased Liberty Bonds, planted victory gardens, ate less of foods needed to be shipped overseas, and worked in factories that produced war goods. Immigrants were reminded of their allegiance to the United States; German immigrants in particular were held under suspicion. Yet huge numbers of immigrants participated in the draft and took on responsibilities expected of citizens. Women demonstrated that they could do many of the jobs previously held by men: they worked in factories, sold bonds, and joined civilian defense groups, as well as working with organizations such as the Red Cross.

MAJOR IDEAS

- World War I profoundly affected the American people on the home front.
- Men and women in the United States contributed to victory in Europe.
- People in the United States from different backgrounds played important roles during the war.

CONCEPTS

- Change
- Citizenship
- Interdependence
- Scarcity

PERFORMANCE OBJECTIVES

Students will be able to:

- Identify the contributions of different groups in the United States to Allied victory in World War I.
- Explain how people on the home front were affected by United States participation in World War I.

DEVELOPMENT

- Distribute Worksheet 9A, "You're in the Army Now." Have the students examine the photographs and read the song. Then have them answer the questions below:
  - — Why was a lottery considered a fair method of choosing men to serve in the armed forces?
  - — How would you explain the fact that some of the soldiers spoke a language other than English?
  - — What is the message of the song, "Oh Johnny, Oh Johnny, Oh!"?
  - — Why do you suppose there were posters and songs about enlisting in the armed forces?
- Distribute Worksheet 9B, "The Transition from Peace to War" to the class. Have students study the charts and complete the exercise. Then have them answer the questions below:
  - — What do we learn from these pictures about conditions in the United States during World War I?
  - — Why did adults and children have responsibilities aimed at helping the war effort?
  - — What was accomplished by having children plant vegetable gardens?
  - — Why do you think the Boy Scouts were chosen as President Wilson's "messengers" to spread information about the war?
  - — Why would the government be concerned that people eat more of certain foods and less of others?
  - — Why were adults and children asked to be thrifty and purchase Liberty Bonds?
  - — What effects might these responsibilities have had on life in the United States during the war?
- Distribute Worksheet 9C, "Resources and the War Effort." Have the students complete the exercise. Then have the students explain their answers to the following questions:
  - — Why did the United States government respond to the needs of the Allies?
  - — How did people in the United States support the war effort?
  - — What effects did the use of resources for the war effort have on life in the United States?
  - — How do you think people in the United States felt about their efforts to help the Allies?
- Distribute Worksheet 9D, "Ten Commandments for Immigrants in Time of War." Have students work in groups of four to complete the exercise, then have them answer the following questions:
  - — What can you conclude from reading this worksheet?
  - — What actions must an immigrant avoid to remain a loyal United States citizen?
  - — Why did the Hungarian-American newspaper print the "Ten Commandments for Immigrants"?
  - — If you were an immigrant in the United States in 1917, how would you have reacted to reading this editorial?
  - — Why were immigrants cautioned to keep their thoughts to themselves? How justified was this request considering the fact the United States was at war? How justified were the other suggestions? Should people's freedom be limited during wartime? Why or why not?
- Distribute Worksheet 9E, "The Treatment of Immigrants During World War I." After the students have read these documents, have them answer the following questions:
  - — What is the message in the letter in Document 1?
  - — What does the letter tell us about feelings in the United States toward German-Americans? How can you explain these feelings?
  - — To what extent was the firing of these German-Americans justified?

— What do the other documents tell us about feelings in the United States toward German-Americans? What examples can you provide to support your answer?

— Based on all of the documents you have examined, how would you describe the role of recent immigrants to the United States during the war?

- Distribute Worksheet 9F, "Women's Roles During the War." Allow ample time for a discussion of the roles of women, as shown in the documents. Have the students complete the exercise. Then have them answer the following questions:

  — What roles did women have during the war?

  — Why did women take on many jobs originally held by men?

  — How do you think the new roles for women affected family life during the war?

- Distribute Worksheet 9G, "Contributions to the War Effort." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:

  — What information do we get from this worksheet?

  — What was the headline you suggested for the worksheet? Explain.

  — How do you explain the treatment of African-American soldiers in World War I?

  — If you were a Native American who didn't have to serve, would you have volunteered for service?

  — Role-play four people represented by these headlines discussing their contributions to the war effort.

FOLLOW-UP ACTIVITIES

- Students may research the role of labor unions in World War I. Topics might include the National War Labor Board, the rise in union membership, Samuel Gompers ("This is labor's war") and the AF of L, the Industrial Workers of the World, and the Wobblies—the only labor union to oppose the war.

- Have students do research on conscientious objection. They may write to the American Friends Service Committee, which assists people who wish to file for conscientious objector status, or they may research the life of Muhammad Ali, who objected to fighting in the Vietnam War because of his religious beliefs.

- Help students assemble a record library or song book focusing on songs that have supported wartime efforts or have opposed wars.

- Students may research and report on the first Allied unit to drive through to the Rhine River—the 369th, a regiment of African-Americans, attached to the 93rd Division. Two members of that regiment—Henry Johnson and Needham Roberts—became the first African-Americans to be awarded the Croix de Guerre (Cross of War), a coveted French military honor.

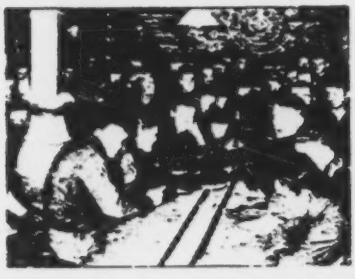
You're In the Army Now

President Wilson set June 5, 1917, as Registration Day. A lottery was held as the fairest way to choose men to be called to service. Secretary of War Baker drew a number that would indicate who were to be the first men drafted in each of the local draft boards. The day became a festive and patriotic occasion. Study the pictures and read the words to the song. Then complete the exercise that follows.

A poster used to encourage young men to join the army. (National Archives)

Men registering at a local draft board. (As found in *The First World War*, Laurence Stallings [New York: Simon and Schuster, 1933]).

Registering in a district where many of the registrants were Chinese born. (Copyright by American Press Association. As found in *Our Times: Over Here*, Marke Sullivan [New York: Charles Scribner's Sons, 1972], p. 363).



Class in English for non-English-speaking soldiers at Camp MacArthur in Waco, Texas. (Sullivan, p. 333.)

The first Separate Battalion, District of Columbia National Guard, of about 1,000 Black men and officers, was assigned to guard the nation's and city of Washington's water supply, power plants, railway bridges, and public buildings from possible sabotage by the enemy. (Illustration by Robert Shore as found in *Bitter Victory*, Florette Henri [Garden City, NY: Double Day & Company, Inc., 1970], p. 17).

Oh Johnny, Oh Johnny, Oh!

Uncle Sam is calling now for every mother's son
To go and get behind a gun,
And keep Old Glory waving on the sea.
Now prepare to be right there to help the cause along.
To ev'ry chap you meet when you're on the street,
You can sing this little song.
Oh, Johnny, Oh, Johnny! why do you lag?
Oh, Johnny! Oh, Johnny run to your flag
You're country's calling, can't you hear?...

Words by Ed Rose, music by Abe Olman. Copyright 1917 and renewed 1944 by Forster Music Publisher, Inc. Permission for use donated by Forster Music Publisher, Inc., 5309 W. Devon, Chicago, Il. 60646.

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EXERCISE

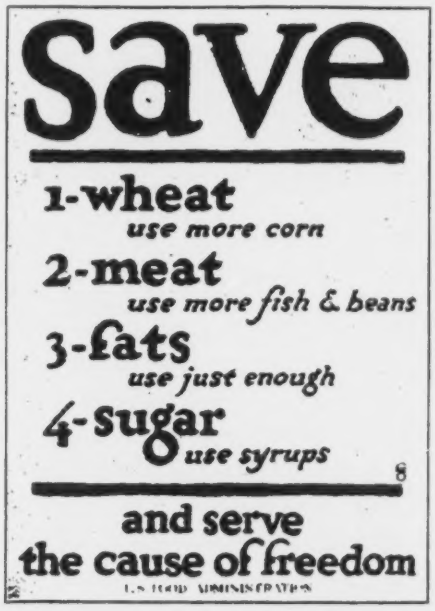
Write a diary entry describing your feelings in 1917 upon witnessing any one of these scenes or hearing the words to the song.

Dear Diary,

The Transition from Peace to War

After President Wilson said, "It is not an army we must shape and train for war, it is a nation," adults and children took on many responsibilities during the war. These responsibilities were aimed at helping to support all efforts to win the war. Study the illustrations and read the two lists. Then complete the exercise that follows:

Wilson forging the sword with which he was going to battle. (Morris, in *Puck.*)



A United States Food Administration poster.

Another patriotic poster. (Library of Congress.)

"The biggest drum in the world" beats for a 1917 Liberty Loan drive in New York to help finance the war through the sale of U.S. Treasury Bonds. (National Archives)

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RESPONSIBILITIES OF ADULTS FOR THE WAR EFFORT

- Buy Liberty Bonds and wear the Liberty Button they received with the bond.
- Enroll in the government's Food Administration program by promising to eat less meat, sugar, and wheat.
- Promise to use less wheat in breads baked at home.
- Join the armed forces.
- Inform young people about German "crimes" and the reasons for the United States going to war.
- Encourage young people to "do their bit" for the war effort.

Adapted from Jantzen, pp. 111-112.

RESPONSIBILITIES OF CHILDREN FOR THE WAR EFFORT

- Boy Scouts had to:
  - — Oppose German propaganda.
  - — Get 15 adults to distribute government booklets titled "How the War Came to America" and "Why We Hate Germany."
- Plant vegetable gardens in school yards, public parks, and on private properties after school and on Saturdays.
- Buy "thrift stamps" at 25 cents each and try to save enough stamps to buy $50 Liberty Bonds.
- Write essays on how to save things and on the need for thrift in wartime.

EXERCISE

Based on the responsibilities that adults and children had during the war, make a list of words or phrases that would describe the effect of the war on people in the United States.

Resources and the War Effort

Early in the war the German armies pushed through almost all of Belgium and northern France. Soon, an alarming message reached the Allies: Brussels, the capital of Belgium, had enough food to feed the people for only 36 hours. The United States responded by shipping food to Belgium. Soon the United States became the supplier of food for Belgium and the other Allied nations. In addition, many resources in the United States were being used to support the war. Study the cartoons below and complete the exercise.

CARTOON A

An important part of the United States war effort was to furnish food to the Allies. The United States had adequate crops in 1917 and 1918.

Bachelor in the *Evening Journal*, July, 1917.

CARTOON B

Among the greatest of wartime needs was ships to carry supplies to Europe. This cartoon is an artist's conception of how, with mass production, the United States would meet the emergency.

De Mar in *The Philadelphia Record*.

EXERCISE

Cartoon A.

1. Who is the man in the cartoon? _____
2. Who was growing crops? _____
3. Why were the crops grown in 1917 important? _____

Cartoon B.

1. Who developed a ship-building plan? _____
2. What resources were used to make the ships? _____
3. Why were ships needed? _____

Cartoons A and B. What effect might the ship-building plan and the shipment of food to the Allies have on people in the United States?

_____

_____

_____

Ten Commandments for Immigrants in Time of War

During the years of the United States neutrality in World War I, many immigrants had sided with the nations that eventually became enemies of the United States when the country entered the war. As the threat of war approached, public reaction against these immigrants grew. The following editorial offering advice to immigrants appeared in a Hungarian-American paper, *The Magyar Tribune*, on April 21, 1917.

I. Never forget that you came here of your own free will to make a better living and to save a few nickels for your old age.

II. When you stepped on the shore of the United States, the nation immediately became your friend. Respect your host, and your host will respect you.

III. Keep your thoughts to yourself.

IV. Do not get involved in arguments in public places.

V. For six days do your work and attend to your duties. On the seventh day, rest. If you are engaged in respectable work, you will be considered a law-abiding citizen.

VI. Do not take part in any political movement. Trust people whose duty it is to think for you.

VII. Respect the laws of the United States, which provides your daily bread.

VIII. Do not carry any kind of firearm or other deadly weapon.

IX. Keep your savings in the same place in which you had them in the time of peace. Your wealth will not be threatened by the war.

X. Love your neighbor. All men are equal regardless of creed and nationality. We all came from the same parentage originally, and we are all brothers and sisters.

EXERCISE

Pretend you are an immigrant in 1917 who has just read the "Ten Commandments for Immigrants." In the space below, write a letter to the editor giving your reactions.

To the Editor:

The Treatment of Immigrants During World War I

Study the following documents and complete the exercise.

DOCUMENT 1

International Longshoreman's Ass'n
Local No. 306, Hoboken, N.J.
Affiliated with American Federation of Labor
Hoboken, N.J., July 28, 1917

Secretary of Labor
Washington, D.C.

Dear Sir:

I am sending you a list of names, all members of the International Longshoreman's Association, who have been discharged or are not permitted to work on the Hoboken Piers on account of German extraction. The undersigned has personally collected the names, and wishes to say that the statements attached are truthful in every respect. Furthermore, up to this time I could not secure more names, but am ready to get more, if necessary, as time has been limited to get a larger list.

Hoping you will at your earliest convenience adjust the unpleasant matter, I remain

Yours respectfully,

John Gunlach

Secretary Local 306 I.L.A.

LIST OF NAMES

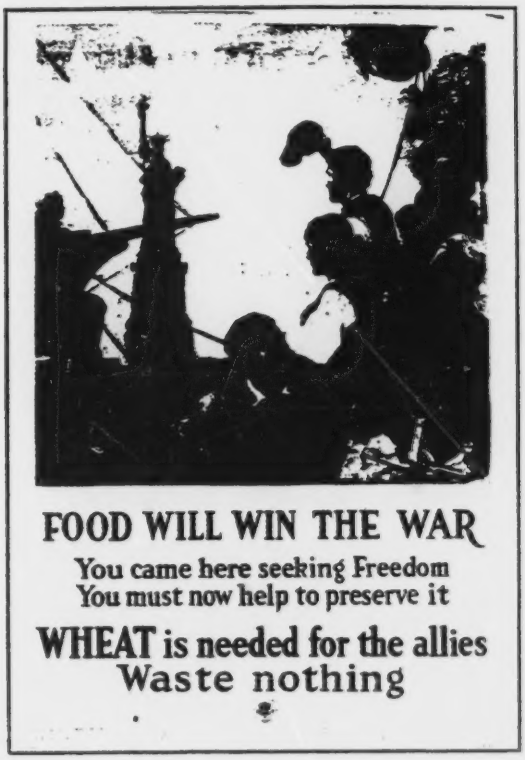
FREDERIK KLANG: Married; working 28 years as Longshoreman. Is a citizen since 1890. One son is drafted: No. 1147. Discharged on account of German extraction.

ADAM FROMMER: Married; working 18 years as Longshoreman. Is a citizen since 1905. Served in Spanish-American War on U.S.S. *Yale* as first-class fireman. Discharged on account of German extraction.

PETER STEINHOFER: Working 30 years as longshoreman. Is citizen since 1895. Served on U.S. Transport *Chester* during Spanish-American War. Not permitted to work on account of German extraction.

CHARLES BAUMKIRCH: Married; working 18 years as Longshoreman. One son drafted; one volunteered. Is citizen since 1908. Not permitted to work on account of German extraction.

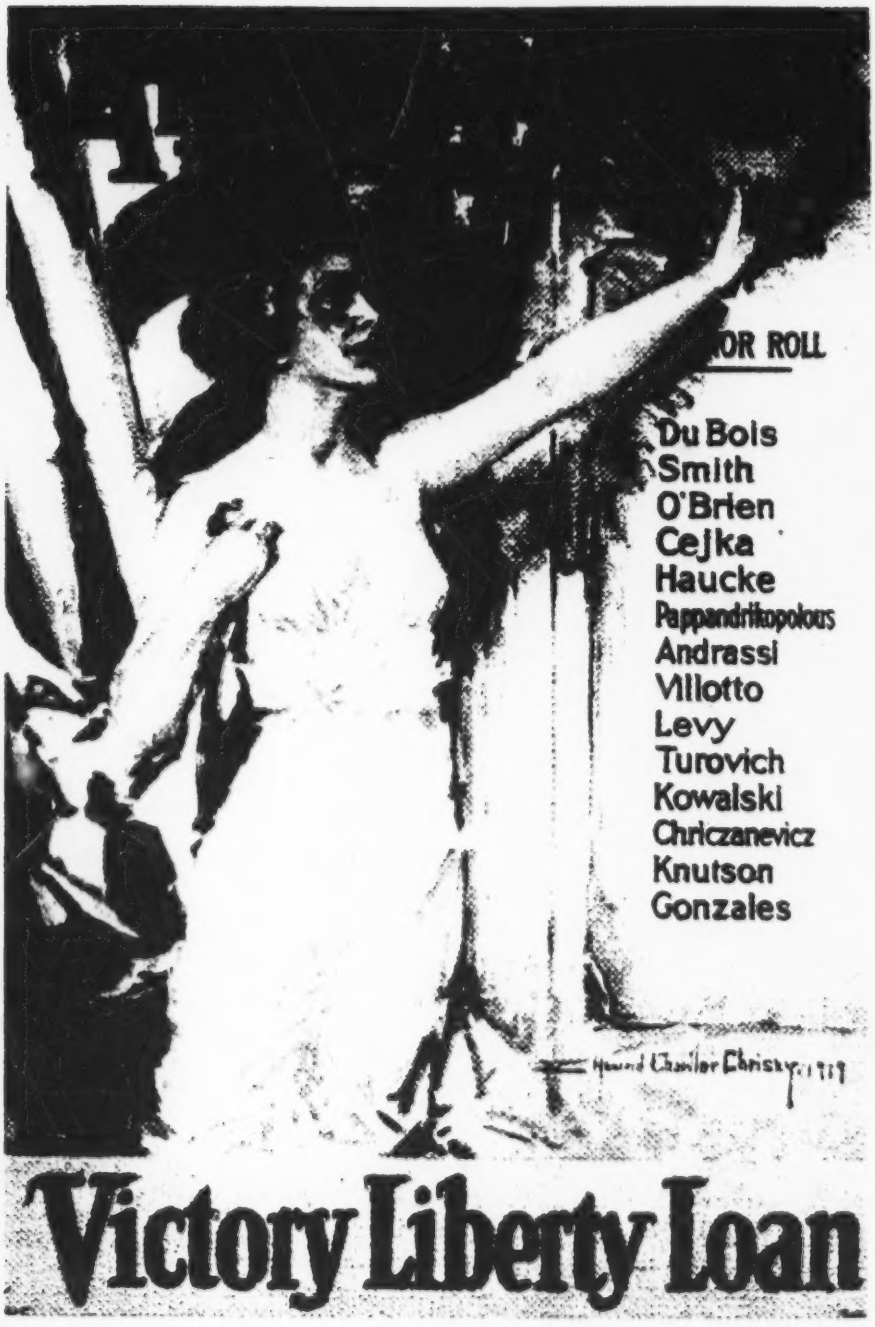
DOCUMENT 2


FOOD WILL WIN THE WAR
You came here seeking Freedom
You must now help to preserve it
WHEAT is needed for the allies
Waste nothing

DOCUMENT 3

Registering and fingerprinting a German-American during World War I. From *The First World War*, Laurence Stallings (New York: Simon and Schuster, 1933).

DOCUMENT 4


OR ROLL
Du Bois
Smith
O'Brien
Cejka
Haucke
Pappandrikopolous
Andrassi
Villotto
Levy
Turovich
Kowalski
Chriczanevicz
Knutson
Gonzales
Victory Liberty Loan

EXERCISE

After studying Documents 1-3, list below what was said or shown that illustrates a form of anti-immigrant feeling.

Document 1: _____

_____

_____

Document 2: _____

_____

_____

Document 3: _____

_____

_____

Study Document 4 and answer the following questions:

Why is there an honor roll on the poster? _____

_____

_____

How does the honor roll reflect the cultural diversity and the United States during World War I?

_____

_____

_____

_____

Women's Roles During the War

Examine the documents and complete the exercise that follows:

DOCUMENT 1

The call to arms left thousands of jobs unfilled at home. Women stepped forward to do work previously considered suitable only for men. These young women are delivering ice. Other women worked in factories, mills, and offices. (National Archives)

DOCUMENT 2

War posters, such as the one shown here, helped to win support for the war. (Gallery 9)

DOCUMENT 3

War bonds spurred on and supported the nation's effort in World War I. Women sold them on the street. (Brown Brothers)

DOCUMENT 4

African-American women in a home economics class display preserves made for soldiers overseas. (National Archives)

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DOCUMENT 5

Many women served overseas in World War I. Others, such as these women shown here, took training courses in civilian defense. They were called Home Guards. (Brown Brothers)

DOCUMENT 6

During World War I, many women worked in factories for the first time. Here, women prepare canvas to be made into aircraft wings. (Keystone Press Agency)

EXERCISE

As you have seen, women played a number of important roles during World War I. Complete the chart below by describing the role women played, as depicted in each document, and how that activity influenced the war effort.

Doc.	Role Of Women	How Role Influenced War Effort
1		
2		
3		
4		
5		
6		

Contributions to the War Effort

Study the worksheet below. Compose a headline that summarizes the information related to World War I.

Multicultural Mosaic

Headline:

- Mexican-American farmers play important role in war effort by increasing crop harvests.
- Detroit: Manufacture of tires continues without pause as women take over men's factory jobs.
- 371,000 African-Americans serve in war but are restricted to separate units. Many request combat, but most assigned to non-combat duty.
- Heavy registration for draft among Chinese-Americans.
- Native Americans volunteer for army, saying: "We cannot be drafted, but treaties between our peoples require we aid U.S."

Learning Activity 10

Did Wilson's Fourteen Points present an effective way to win the peace?

THEME

Struggle for Equality

BACKGROUND

Even after Woodrow Wilson called on the citizens of the United States to enter the war in Europe to "make the world safe for democracy," doubts about such an involvement persisted. Most Americans supported going to war to protect freedom of the seas, but opponents of the war continued to question whether the motives of the Allies were any more just than those of the Central Powers. Furthermore, true democracy had not yet been fully extended to all ethnic and cultural groups in the United States.

On January 8, 1918, Wilson, to more clearly define the war's objectives, presented his Fourteen Points to a joint session of Congress. In addition to justifying the nation's entry into the war, Wilson hoped also to silence his critics. The idealism of Wilson's message quickly captured the public imagination.

When the Germans agreed to an armistice in November 1918, they expected a generous peace. The Allied representatives at Versailles, however, were determined to impose harsh, vengeful terms on Germany, including reparations for the entire cost of the war and the division of Germany's overseas empire in Africa and Asia. Wilson saw his role at Versailles as that of a mediator who would help create a just and lasting world order; but the Allied representatives saw Wilson as an amateurish, self-righteous meddler.

The treaty that resulted from the Versailles Conference was neither as fair as Wilson had hoped nor as vengeful as the European leaders had wanted, yet it shocked Germany and others who expected more generous peace terms. Reparations demanded of Germany were enormous and destructive. The German colonies were split among the victors, and several independent nations, such as Czechoslovakia and Poland, were created.

In the end, despite the formation of the League of Nations, which was established with the hope that international disputes would be resolved in an atmosphere of equality and justice, Wilson's dream of an international community did not come true. Victorious nations pursued their own agendas, while in the United States the issues of peace treaty acceptance and participation in the League of Nations became enmeshed in partisan politics, with Wilson unwilling to compromise. The United States had become a major world power, but could not assume this new role with immediate effectiveness.

MAJOR IDEAS

- National self-interest is often the strongest force in negotiations among nations.
- The Treaty of Versailles was rejected by the United States Senate.
- After World War I, the United States assumed a new role as a major world POWER, but was not immediately effective in leading world affairs.

CONCEPTS

- Human Rights
- Justice
- Power

PERFORMANCE OBJECTIVES

Students will able to:

- Summarize and categorize President Wilson's Fourteen Points.
- Evaluate Wilson's impact on the Versailles Treaty.
- Evaluate reasons for and against the United States joining the League of Nations.

DEVELOPMENT

- Distribute Worksheet 10A, "The Fourteen Points." Have students read the worksheet, then have them complete the exercise. This exercise should be apportioned among committees that will report to the class. Students should discuss whether each point was fulfilled, and to what degree. Then have students explain their answers to the following questions:
  - — What do we learn about the Fourteen Points from this worksheet?
  - — How successful would you say President Wilson was in getting the nations of the world to accept his goals for world peace?
  - — Were Wilson's efforts toward world peace wasted? Explain your answer.
  - — Was it fair to have Germany accept the guilt and pay for the entire war? Explain.
  - — Many of the Fourteen Points deal with the treatment of national groups in many parts of the world. Why was this such an important issue?
  - — How would you answer critics who claimed that the Fourteen Points proved that Wilson was a dreamer?
  - — Did the Fourteen Points present a realistic plan for peace?
- Distribute Worksheet 10B, "The Treaty of Versailles and the League of Nations." Have students complete the exercise, then have them explain their answers to the following questions:
  - — What does Article 10 say?
  - — If you were a supporter of Article 10, what arguments would you make to convince the members of the United States Senate that they should support it?
  - — If you were an opponent of Article 10, what arguments would you make to convince the members of the United States Senate that they should support it?
  - — Which part of this article created the most disagreement among people in the United States?
  - — If you were living in the United States at the time, would you have favored the Senate supporting Article 10?
- Distribute Worksheet 10C, "Wilson and the Senate Debate Article 10." Assign students the roles of senator and president. After the play has been enacted, have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What do we learn about Article 10 from this worksheet?
  - — According to President Wilson, what are the reasons that the United States should support Article 10 and the League of Nations?
  - — Why does Wilson feel that Article 10 is the backbone of the League?
  - — Why does Wilson say that Article 10 is a moral, not a legal, obligation?
  - — What does the Senator mean when he says, "If Article 10 is only a moral obligation, what is the purpose of it?" How good an answer does Wilson give?
  - — How well did Wilson make his case at this hearing?
  - — If you had been able to vote, would you have voted to join the League of Nations? Explain your answer.
- Distribute Worksheet 10D, "Cartoon: Interrupting the Ceremony." Have students complete the exercise on the worksheet, then have them explain their answers to the following questions:
  - — What is this cartoon about?
  - — Who are the main characters?
  - — What is the opinion being expressed by the cartoonist?
  - — How can you explain the cartoon's title?
  - — In your opinion, was the interruption of this ceremony justified?

FOLLOW-UP ACTIVITIES

- Students may compare Wilson's aims in the Fourteen Points with those of Jefferson (the Declaration of Independence), Lincoln (the Gettysburg Address), Franklin Delano Roosevelt (the Atlantic Charter), and Bush (Operation Desert Shield speech). Working in committees, students may focus on one topic, keeping in mind the following questions:
  - — Which of these statements is the most persuasive? Explain.
  - — What are their similarities and differences?
  - — How successful were the American leaders listed above in accomplishing their stated aims?
- The class may debate the following topic: Military intervention in other countries can never be justified.
- Have students form committees to draw up manifestos, following the format of the Fourteen Points, dealing with social, political, and economic issues that went unresolved during the years 1919-1920.
- Have students draw posters in support of or against joining the League of Nations.
- Students can research and then debate whether ethnic unrest today in the former Yugoslavia might heve been prevented by the adoption of Wilson's point #10.

The Fourteen Points

Several months before World War I ended, President Wilson presented to the United States Congress his Fourteen Points, in which he outlined his plan for peace in Europe. After reading each of the Fourteen Points and the statements about how they were implemented, determine how successfully Wilson's aims were met.

Put a check (✔) under M (aims were met), C (aims were met through compromise), or U (aims went unmet).

Points	**What Happened**	**M**	**C**	**U**
1. Open covenants [agreements] among nations. No secret treaties.	The Versailles conference itself was held mostly in secret. Results were published.	☐	☐	☐
2. Absolute freedom of the seas in war and peace.	United States demanded continuation of Monroe Doctrine.	☐	☐	☐
3. Removal of barriers to free trade, such as tariffs.	Protective tariffs passed by most nations; German mines and factories taken by France; Germany forced to accept full responsibility for starting war and pay for war damage.	☐	☐	☐
4. End the production of weapons except for defense.	Only Germany had to disarm. Later world disarmament conferences failed to end arms race.	☐	☐	☐
5. Rights of people in colonies to be respected when settling differences.	Germany's colonies divided up among France, Great Britain, Italy, and Japan under League of Nations supervision.	☐	☐	☐
6. Foreign armies to leave Russia; Russia to choose its own government and be welcomed into family of nations.	United States, French, and British troops remained until 1921. Russia became a communist dictatorship and was kept out of the League of Nations.	☐	☐	☐
7. Government and independence of Belgium guaranteed.	King of Belgium restored; Belgium is independent.	☐	☐	☐
8. Germans must leave all French territory and return Alsace-Lorraine (taken in 1871).	German troops left France but French troops remained in Germany until 1934.	☐	☐	☐

Put a check (✔) under M (aims were met), C (aims were met through compromise), or U (aims went unmet).

Points		What Happened	M	C	U
9.	Italy's border with Austria to be adjusted to address rights of Italians.	Some areas taken from Austria and given to Italy; other areas kept by Austria; others made into "free" zones; others given to Yugoslavia.	☐	☐	☐
10.	Self-determination for all nationalities in the Austro-Hungarian Empire.	Some nationalities combined into large states (Czechoslovakia, Yugoslavia).	☐	☐	☐
11.	Serbia to have access to the sea.	Serbia becomes part of Yugoslavia with access to the sea.	☐	☐	☐
12.	Minorities living in Turkish Empire must be protected and be allowed self-government.	Armenians absorbed into Turkey and U.S.S.R.; Palestine, Iraq, Syria, and Lebanon given to Britain and France under League of Nations mandate; Arabian states independent.	☐	☐	☐
13.	Poland must be independent, with access to the seas.	Poland became independent; large areas of Germany given to Poland.	☐	☐	☐
14.	Establishment of a League of Nations to protect the rights of large and small countries.	United States and U.S.S.R. never joined; France, Great Britain, Germany, Japan all violated League charter; Japan and Germany left the League.	☐	☐	☐

The Treaty of Versailles and the League of Nations

The victorious nations of World War I rejected President Wilson's Fourteen Points as the peace treaty to end World War I. They instead adopted the Treaty of Versailles [pronounced ver-SIGH; it is named after the palace in France where it was written]. For the people of the United States, the most important part of the Versailles treaty was the start of the League of Nations, a forerunner of today's United Nations. Wilson hoped the League of Nations would serve as a kind of police force to keep world peace. The Versailles treaty contained a section made up of 26 articles about the League, which a nation had to accept to sign the treaty and join the League of Nations. If the United States approved Article 10 and joined the League, it would have been a member of the Council of world powers, along with Britain, France, Italy, and Japan. Of the 26 articles, Wilson believed that Article 10 was the backbone of the League. The people of the United States, however, were divided about whether or not to support it. Decide for yourself: after you have read Article 10, complete the exercise.

ARTICLE 10.

The member nations of the League will respect and protect the boundaries and existing political independence of all members of the League against attack. In case of any attack, or in case of any threat or danger of an attack, the Council shall advise what action shall be taken.

Adapted from *Senate Executive Documents*, 67th Congress, 4th session, No. 348, pp. 3339.

EXERCISE

In the chart below, list what you believe are two benefits and two disadvantages of Article 10 for the United States. Then, pretending you are a United States Senator in 1918, place a check (✔) in the appropriate space to signify your support or opposition of a treaty containing Article 10.

Benefits of Article 10 to the United States	Disadvantages of Article 10 to the United States
1.	1.
2.	2.

My vote on whether or not to support the Versailles treaty containing Article 10:

☐ Yes ☐ No

Wilson and the Senate Debate Article 10

Follow along as students perform the dialogue of the play below, in which President Wilson tries to convince the Senate to support the League of Nations, including Article 10.

Senator A: Mr. President, according to your understanding, what is the importance of Article 10?

President Wilson: If the United States joins the League, it will be made a member of the Council. According to Article 10, the Council of the League can only "advise upon" what actions should be taken in the case of an attack on a member nation. Unless the United States is attacked or is the attacker, a yes vote by the United States in the Council is necessary before any advice can be given, because a unanimous vote of the Council is required. And the unanimous vote of the Council is only advice in any case. Each Government is free to reject it if it pleases.

Article 10 is a moral, not a legal, obligation, and leaves our Congress absolutely free to put its own interpretation upon it in all cases that call for action. It is binding in conscience only, not in law. Without Article 10, the League would be hardly more than an influential debating society.

Senator B: Right there, Mr. President, if there is nothing more than a moral obligation on the part of any member of the League, what is the purpose of Article 10?

President Wilson: Why, Senator, it is surprising that that question should be asked. If we undertake an obligation we are bound in the most solemn way to carry it out. There is a national good conscience in such a matter.

When I speak of a legal obligation, I mean one that specifically binds you to do a particular thing under the threat of certain penalties. That is a legal obligation. Now a moral obligation is of course superior to a legal obligation, and if I may say so, has a greater binding force.

Adapted from *Senate Documents*, No. 76, 66th Congress, 1st session, XIII, pp. 6, 19

EXERCISE

Pretend you are an editorial writer for a major newspaper. Write an editorial in which you try to convince readers that the Senate should support or oppose Article 10.

Cartoon: Interrupting the Ceremony

On May 20, 1920, the United States Senate voted against supporting the Treaty of Versailles. This meant that the United States would not be a member of the League of Nations. Study the cartoon below and complete the exercise on the following page.

IF ANY MAN CAN SHOW JUST CAUSE, WHY THEY MAY NOT LAWFULLY BE JOINED TOGETHER, LET HIM NOW SPEAK,——
FOREIGN ENTANGLEMENTS
PEACE PROCEEDINGS

McCutcheon, Chicago Tribune-New York News Syndicate, Inc. © Copyrighted 1920, Chicago Tribune Company, all rights reserved, used with permission.

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EXERCISE

A political cartoon is a way for someone to express an opinion about an important issue. Study this cartoon. Then in the space below, write what you think is the opinion that the cartoonist is expressing. Be sure to include the roles of all the different characters in the cartoon.

Bibliography

Unit 7

BOOKS

NF - Nonfiction
B - Biography
F - Fiction

Asimov, Isaac. *The Golden Door: The United States from 1865 to 1918.* Boston: Houghton Mifflin, 1977. This well written and well researched book provides a vivid sense of what life was like in the United States during the period from Reconstruction to World War I. (NF)

Baum, Charlotte, Paula Hyman, and Sonya Michel. *The Jewish Woman in America.* New York: New American Library, 1976. Although the entire book has much to offer, Chapter 5, which deals with the role of Jewish working women in organizing the garment trade unions in New York, will be of great value to students as they study Unit 7. (NF)

Beatty, Patricia. *Hail, Columbia.* New York: William Morrow, 1970. This enjoyable novel, set in Oregon one hundred years ago, uses historical fact to tell the story of a suffragist's visit to her nieces. (F)

Beatty, Patricia. *Turn Homeward, Hannalee.* New York: William Morrow, 1984. This work of historical fiction chronicles the experiences of a group of southern mill workers who must leave their homes during the Civil War. It gives a good picture of the times and the conditions under which mill workers labored. (F)

Brooks, Thomas R. *Toil and Trouble: A History of American Labor.* New York: Dell, 1972. This thoroughly researched study presents colorful sketches of major figures in the history of the American labor movement. (NF)

Brown, Dee. *Bury My Heart at Wounded Knee: An Indian History of the American West.* New York: Holt, Rinehart and Winston, 1970. A carefully documented account of how the United States government drove the Native Americans off their lands and onto reservations. Told from the point of view of the vanquished peoples, the book presents a picture of massacres and broken treaties. (NF)

Calvert, Patricia. *The Snow Bird.* New York: Charles Scribners Sons, 1980. Set in the Dakota Territory in 1883, this absorbing novel tells of an orphaned brother and sister who struggle to build a home with their homesteading uncle, who is married to a woman who does not welcome them. (F)

Caroli, Betty Boyd. *Immigrants Who Returned Home (The Peoples of North America Series).* New York: Chelsea House, 1990. This simply told but thoroughly documented history of the immigrant experience in the United States reveals that many immigrants to this country returned to their native lands. By analyzing this phenomenon, readers of this volume will gain insight into what makes people leave the land of their birth. (NF)

Catalano, Julie. *The Mexican Americans.* (The Peoples of North America Series). New York: Chelsea House, 1988. When the United States won the Mexican War in 1848, it seized nearly half of Mexico's territory. This resulted in the granting of United States citizenship to many of the Mexicans living in the ceded territory, making them unique among the other immigrant groups presented in this series. Exploited as a source of cheap labor and beset by racism, they nevertheless have organized and are standing up for social justice. (NF)

Chu, Daniel, and Samuel Chu. *Passage to the Golden Gate: A History of the Chinese in America to 1910.* New York: Doubleday, 1967. This simply presented account of a complex period in American history details the experiences of Chinese immigrants who came to the United States during the California Gold Rush in search of prosperity; here, however, they found only backbreaking work laboring in the mines and building the railroads. (NF)

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Collier, John. *Indians of the Americas: The Long Hope*. New York: New American Library, 1975. Surely one of the best studies of the subject, this book gives the reader rich insights into the history of the Native Americans without minimizing the "collective corruption" that characterized their treatment by the United States government. (NF)

The Council on Interracial Books for Children. *Chronicles of American Indian Protest*. Greenwich, CT: Fawcett, 1971. A collection of significant statements made over the years by Native Americans. Each document is introduced by a scholarly foreword. (NF)

Daniel, Pete. *The Shadow of Slavery: Peonage in the South, 1901-1969*. Urbana, IL: University of Illinois Press, 1972. A carefully researched and well documented analysis of the different types of wage slavery, which the author calls peonage, that evolved during this period. Even with the outlawing of "debt servitude" at the beginning of the twentieth century, these workers, most of them African-Americans living in the South, were still being cheated out of their wages. (NF)

DeAngeli, Marguerite. *Fiddlestrings*. New York: Doubleday, 1974. This story of a boy who spends a summer with his father working at a steel pier in Atlantic City during the early twentieth century accurately depicts much of what was happening at that time. (F)

DiFranco, J. Philip. *The Italian Americans. (The Peoples of North America Series)*. New York: Chelsea House, 1988. This account describes the hardships and successes experienced by Italian-American immigrants; it has been selected as a representative example of the immigrant experience. Other volumes in this series cover various immigrant groups. (The volumes on African-Americans and Mexican-Americans are cited separately.) (NF)

Douglass, Frederick. *The Life and Writings of Frederick Douglass*. Philip S. Foner, ed. 5 vols. New York: International Publishing, 1975. This is the definitive collection of the writings of Frederick Douglass. Volume IV, which deals with Reconstruction and after, will be most useful to students working on Unit 7. (NF)

DuBois, W.E.B. *Black Reconstruction: An Essay Toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880*. Millwood, NY: Kraus International Publications, 1976. DuBois refutes the earlier popular belief that Reconstruction failed because of the evil and corrupt Radical Republican state governments in the South. In actuality, DuBois argues, these governments achieved noteworthy accomplishments. (NF)

DuBois, *W.E.B. Black Reconstruction in America, 1860-1880*. New York: Macmillan, 1972. A simplified edition of the classic study cited above. (NF)

Epstein, Melech. *Jewish Labor in the U.S.A.* Hoboken, NJ: KTAV, 1969. A study of the subject from a socialist's perspective. (NF)

Flexner, Eleanor. *A Century of Struggle: The Women's Rights Movement in the United States*. New York: Atheneum, 1968. This well researched study details the various struggles that took place in the suffragist movement in this country. (NF).

Foner, Philip S. *History of the Labor Movement in the United States*. 10 Volumes. New York: International Publishing Company, 1991. This comprehensive history, written from a Marxist perspective, relies heavily on original documents and firsthand accounts. The first six volumes contain information that will be of value to students of Unit 7. (NF)

Freedman, Russell. *Indian Chiefs*. New York: Holiday House, 1987. This simply written book presents the biographies of six Native American chiefs and recounts the decisions made by the United States government concerning the relocation of their nations to reservations. (B)

Glazer, Tom. *Songs of Peace, Freedom and Protest.* New York: David McKay, 1970. This collection illustrates how one may learn the history of people by studying their songs of protest. Included are workers' songs and spirituals. (NF)

Gutman, Herbert G. *The Black Family in Slavery and Freedom, 1750-1925.* New York: Random House, 1976. Gutman refutes the charge made by earlier historians and sociologists that slavery caused "the deterioration of the Negro family." He cites voluminous research to buttress his claim that African-Americans developed strong adaptive qualities to hold their families together during and after slavery. (NF)

Hall, Jacquelyn Dowd, et al. *Like a Family: The Making of a Southern Cotton Mill World.* Chapel Hill, NC: University of North Carolina Press, 1987. This book reconstructs family, work, and community life in the early mills and describes the cultural and technological changes that transformed the textile industry after World War I. Because this industry relied so heavily on women for labor, the book is an important document attesting to the part women played in the industrialization of the United States. (NF)

Haywood, William D. *The Autobiography of Big Bill Haywood.* New York: International Publishing, 1966. In his autobiography, one of the most influential leaders of the Industrial Workers of the World presents his perspective on the successes and the failures of the labor movement. (B)

Hofstadter, Richard. *The Age of Reform: From Bryant to F.D.R.* New York: Random House, 1960. In one of the most perceptive analyses of the Progressive Era, Hofstadter attacks the notion that Progressive reformers were the oppressed common people and insists that they were largely well-to-do people who were afraid they would lose their social status. (NF)

Hofstadter, Richard. *Social Darwinism in American Thought. (Rev. Ed.)* Boston: Beacon Press, 1985. This valuable study examines the social theories and attitudes that evolved during the age of industrialism. (NF)

Howe, Irving. *World of Our Fathers.* New York: Harcourt Brace Jovanovich, 1976. Students working on Unit 7 will find much helpful material, especially in the first ten chapters, in this exhaustive study of Jewish immigrants who came to the United States from Eastern Europe in the early part of this century. (NF)

Huff, Rhoda. *America's Immigrants: Adventures in Eyewitness History*. New York: Henry Z. Walck, 1967. This book consists of first-person accounts of what it is like to be an immigrant; the commentaries cover the years 1784 to 1966. Problems and interests of all sorts are discussed in these selections. (NF)

James, Portia P. *The Real McCoy: African-American Invention and Innovation, 1619-1930.* Washington, D.C.: Smithsonian Institution Press, 1989. Offers a well written and well illustrated presentation of the creative and innovative spirit of African-Americans. (NF)

Johnson, Philip. *A Probe Into Mexican American Experience.* New York: Harcourt Brace Jovanovich, 1973. (Spanish text by Carmen Maldonado De Johnson.) This is a simply told, bilingual account of the connection between the Mexicans and the people who settled the rest of the continent of North America. (NF)

Josephy, Alvin M., Jr. *The Indian Heritage of America.* New York: Knopf, 1968. This history of various Native American societies prior to the European conquest of the Americas describes the conquest itself as well as the persistence of the native cultures in the face of military, religious, social, and economic assault. (NF)

Katz, William Loren. *Black Indians: A Hidden Heritage*. New York: Atheneum, 1986. From the time of their arrival in the New World, Africans developed relationships with Native Americans that led to the creation of a culture whose members claimed the ancestry of both groups of people. Their story, as they struggled alongside other minority groups in this country for full and equal rights, is told simply and directly in this well documented account. (NF)

Katz, William Loren, and Jacqueline Hunt Katz. *Making Our Way: America at the Turn of the Century in the Words of the Poor and the Powerless*. New York: Dial, 1975. A highly readable account of turn-of-century America as told by the people who lived it, including a hobo, a farmer, a coal miner, and a police officer. (NF)

Kornbluh, Joyce L. *Rebel Voices: An I.W.W. Anthology*. Ann Arbor, MI: University of Michigan Press, 1964. This work offers a good overview of the Industrial Workers of the World and its influence on the growing union movement. It assembles a rich variety of literature from pamphlets and other materials written by IWW members and supporters. (NF)

Latham, Frank B. *The Transcontinental Railroad, 1862-69*. New York: Watts, 1973. When the Union Pacific and the Central Pacific railroad companies finally completed the transcontinental line, it linked the United States from coast to coast. Latham shows the enormous price that was paid in the lives and labor of the people who worked on it. (NF)

Lens, Sidney. *Strikemakers and Strikebreakers*. New York: Lodestar Books, 1985. A highly readable and well researched history of the labor movement in the United States, written by a seasoned labor reporter. (NF)

Lomaxan. *The Folk Songs of North America in the English Language*. New York: Doubleday, 1960. This comprehensive collection presents a "people's history" of the United States through its folktales and folk songs. Contains a wealth of African-American spirituals and blues songs; work songs of urban and rural laborers; songs of cowboys, railroaders, and sailors; and more. (NF)

Lopez, Adalberto, and James Petras. *Puerto Rico and Puerto Ricans: Studies in History and Society*. New York: John Wiley and Sons, 1974. Essays and other materials provide a wealth of information about the status and condition of Puerto Rico and Puerto Ricans. Part III, which deals with life on the mainland, will be helpful to students studying related topics in Unit 7. (NF)

Lowenberg, Bert James, and Ruth Bogin, eds. *Black Women in Nineteenth-century American Life: Their Words, Their Thoughts, Their Feelings*. State College, PA: The Pennsylvania State University Press, 1981. The editors have assembled written materials from twenty-four influential African-American women of the period, some of whom are still well known today. (NF)

McCunn, Ruthanne L. *Chinese American Portraits: Personal Histories, 1828-1988*. San Francisco, CA: Chronicle Books, 1988. This book presents remembrances and memoirs of first- and second-generation Chinese-Americans. (NF)

Meltzer, Milton. *Bread and Roses: The Struggle of American Labor, 1865-1915*. New York: New American Library, 1967. Using original documents and the words of the key figures themselves, this book presents an easily readable account of a turbulent, often violent period in American history. (NF)

Meltzer, Milton. *The Chinese Americans*. New York: Crowell, 1980. This is well documented account of Chinese-American history, beginning with an account of the recruitment of laborers in China and ending with a description of the impact of the anti-Chinese laws that arose out of bias and economic downturns. (NF)

Mintz, Steven, and Susan Kellogg. *Domestic Revolutions: A Social History of American Family Life*. New York: Free Press, 1988. The authors argue that American society has gradually changed from one in which the family was the fundamental unit to one in which the functions of the family are narrower and in which the individual is of greatest importance, and that the family

has been stripped of much of its legal meaning. These changes, the authors claim, have been in the making for three centuries. (NF)

O'Dell, Scott. *Sing Down the Moon.* Boston: Houghton Mifflin, 1970. This moving work of historical fiction depicts a young Navajo girl who recounts the experience of the forced march of Native Americans to Fort Sumner in 1894. (F)

Rayback, Joseph G. *A History of American Labor.* New York: The Free Press, 1966. This history presents sharp descriptions of the economic, demographic, social, and political conditions under which workers in this country organized their unions. (NF)

Red Fox, William. *The Memoirs of Chief Red Fox.* New York: McGraw-Hill, 1971. Chief Red Fox, born into the Sioux nation in 1870, lived to be over a hundred years old. As a youth, he knew what it was like to live "wild and free" but as an adult he saw the gradual conquest of the Native American way of life. His memoirs tell how the process occurred. (B)

Sheppard, Muriel Earley. *Cloud by Day: The Story of Coal and Coke and People.* Chapel Hill, NC: University of North Carolina Press, 1947. Married to a mining engineer, Sheppard lived in the coal mining area near Pittsburgh for more than ten years and came to know the people and the conditions there intimately. She tends to identify more closely with the bosses than with the workers, but presents a generally sympathetic portrait of the immigrant laborers. (NF)

Skurzynski, Gloria. *The Tempering.* Houghton Mifflin, 1983. The title of this novel refers not only to the creating and the shaping of steel in an early twentieth-century steel town, but also to the character and personality of the three young men who are the story's heroes. (F)

Smead, Howard. *The Afro-Americans (The Peoples of North America Series).* New York: Chelsea House, 1989. This volume records the history of the one group that arrived here involuntarily. Ultimately, fifteen million Africans arrived at these shores, forced to labor in a slavery system that left a legacy of racism. The book also shows how African-Americans have overcome many obstacles on the way to racial equality. (NF)

Stampp, Kenneth M, and Leon Litwack, eds. *Reconstruction: An Anthology of Revisionist Writing.* Baton Rouge, LA: La Salle University Press, 1969. W.E.B. DuBois was the first "revisionist" among a group of scholars who challenged the view that Reconstruction was a disgraceful and vindictive punishment imposed upon the South. DuBois's work was originally published in 1935, and it took many years before his theories gained the support that led to the publication of this book. (NF)

Stein, Leon. *The Triangle Fire.* New York: Carroll and Graf, 1985. This is the definitive account of the tragic fire at the Triangle Shirtwaist Company in New York, which cost the lives of well over a hundred workers, most of them immigrant Jewish and Italian women. (NF)

Takaki, Ronald. *Strangers from a Different Shore: A Short History of Asian Americans.* Boston: Little, Brown & Co., 1989. A comprehensive account of the experience of Asian immigrants to the United States and their descendants. Includes commentaries based on original statements made by Asian Americans. (NF)

Tung, William. *Chinese in America: 1830-1973.* Dobbs Ferry, NY: Oceana Publishers, 1974. A comprehensive account of Chinese immigration to the United States. It deals with the various laws and government policies affecting Asian-Americans and how changes in their status reflected shifting social and political conditions. (NF)

Ward, David. *Poverty, Ethnicity, and the American City, 1840-1925: Changing Conceptions of the Slum and the Ghetto.* New York: Cambridge University Press, 1989. A well researched study of how preconceptions and stereotypical thinking influence people's attitudes toward others—and themselves. (NF)

Ware, Norman J. *The Labor Movement in the United States: 1860-1895.* New York: Peter Smith, 1964. This useful book deals with an eventful period in labor history. It gives

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an extensive treatment of the Knights of Labor. (NF)

Washington, Booker T. *Up From Slavery.* New York: Viking Penguin, 1986. A reprint of the classic 1901 autobiography. It is important today not only because it tells the story of a remarkable person but also because Washington expressed in his book a philosophy that gave direction to many African-Americans during the first half of the century. (B)

Woodward, C. Vann. *The Origins of the New South, 1877-1913.* Baton Rouge, LA: La Salle University Press, 1971. This monumental study has had a great influence on historians and others concerned with Reconstruction. The author argues that those who took control of the South after the failure of Reconstruction created a "new South" on the ruins of the old. This had a great effect on the life and labor of the landlords, the poor white farmers, and the freed slaves in the South. (NF)

Yellen, Samuel. *American Labor Struggles.* New York: Anchor Foundation, 1974. This history makes effective use of documentary sources to show how ten major strikes that occurred between 1877 and 1934 helped shape the labor movement of this country. (NF)

Yep, Laurence. *Dragonwings.* New York: Harper and Row, 1975. A fictional account of a young Chinese man who comes to San Francisco with his father at the turn of the century. There, they try to fulfill a fantastic dream. The setting is realistic and the story is enjoyable. (F)

FILMS, MOVIES, AND VIDEOCASSETTES

* Available for loan from the Office of Media and Telecommunications, 131 Livingston St., Brooklyn, NY 11201, (718) 935-4357.

Andrew Carnegie: The Original Man of Steel. 24 minutes. Aims.* This portrayal of Carnegie shows him as a positive influence in the shaping of the United States.

The Bison Hunters. 13 minutes. Films Inc.* Surveys the painter George Catlin's depictions of the life of Native American peoples of the Great Plains region in the mid-nineteenth century. (NF)

Black Heroes: Builders, Dreamers, and More. 20 minutes. Society of Visual Education. This videocassette examines the contributions African-Americans in United States history, covering both the accomplishments of influential figures and those of average people. (NF)

Black Heroes: Freedom Fighters, Cowboys, and More. 20 minutes. Society of Visual Education. Highlights the lives of famous African-Americans in United States history prior to the Civil War; also explores the lives of African-American cowboys from the days of the Chisholm trail to the present time. (NF)

California Gold: Stories of Two Women. 20 minutes. Barr.* This drama, based on original letters and memoirs, presents the conflicting viewpoints of a pioneer woman and a Native American woman. (NF)

The Death of the Bison. 13 minutes. Films Inc.* Explores the Plains Wars of the second half of the nineteenth century and the struggles of great Native American leaders such as Sitting Bull in their conflicts with the United States government. (NF)

Folksongs of America's History. 14 minutes. Coronet/MTI.* This videocassette surveys United States history through its folk music and presents examples from important periods such as the westward expansion. (NF)

Folksongs of the Western Movement (1787-1953). 14 minutes. Coronet/MTI.* The folksongs presented here, many of them sung during the late nineteenth and early twentieth centuries, will give students greater insight into the lives of people during the periods they are studying. (NF)

Folksongs of the Western Settlement (1865-1900). 14 minutes. Coronet/MTI.* Through exposure to the songs presented on this videocassette, students of Unit 7 will gain a greater understanding of the miners and merchants, law officers and railroaders, farmers, and ranchers who settled in the American west. (NF)

Frederick Douglass. 50 minutes. Social Studies School Services.* At a meeting of abolitionists, Douglass revealed he had escaped from slavery, even though this disclosure made him subject to recapture under the Fugitive Slave Act. The book reveals the courage and selflessness possessed by this man, whose influence continued well after slavery ended. (B)

Frederick Douglass: An American Life. 30 minutes. Social Studies School Services.* Portrays the people and events that influenced the nineteenth century abolitionist; covers his meetings with such notables as Harriet Tubman, John Brown, and Abraham Lincoln. (B)

How Early Americans Lived. 37 minutes. Society for Visual Education. This videocassette considers the history of Native Americans from their migration to this continent to the present. (NF)

Immigration, New Work, and New Roles (Women in American Life Series). 16 minutes. National Women's History Project. Depicts the changing role of women in the United States at the turn of the century. (NF)

Into the Machine Age. 60 minutes. PBS.* Traces the ways in which the United States used its mineral riches to build the nation's industrial heartland; shows how innovative Americans such as Henry Ford contributed to the nation's industrial development. (NF)

John Peter Altgeld. 50 minutes. Social Studies School Services.* Following the anti-labor hysteria orchestrated by big business interests, eight members of the Industrial Workers of the World were accused of conspiracy to commit murder in the Haymarket Square riot of 1886. Three were executed and one committed suicide, but Altgeld, on becoming governor of Illinois, freed the remaining four. This film explores Altgeld the man and the issues and consequences surrounding his decision. (B)

Journey to America. 60 minutes. PBS Video.* This film offers a personal look at the lives of immigrants who came to the United States between 1890 and 1920. (NF)

Land of Immigrants. 16 minutes. Churchill Media.* Although this film explores immigration to the United States in general terms, it also shows how the quality of life in this country has been molded by many cultures. (NF)

Model T Man from Michigan: Henry Ford and His Horseless Carriage. 24 minutes. Aims.* In exploring the complex personality of this innovative industrialist, this film generally places him a favorable light. (NF)

Postwar Period (The Civil War Series). 20 minutes. Coronet/MTI.* Examines the conflicts and clashes that began to develop in Congress and throughout the nation during the political reorganization of the South, leading to violence and opposition to Radical Republicanism. (NF)

She's Nobody's Baby: A History of American Women. 36 minutes. Disney.* Narrated by Marlo Thomas and Alan Alda, this documentary looks at the ways in which women have redefined their roles and shaped the nation's history since the turn of the century. (NF)

Transportation in America: A History. 17 minutes. Churchill Media.* This animated film traces the history of transportation in the United States, emphasizing the economic and social pressures that led to the changes. (NF)

Witness to History: Turn of the Century. 15 minutes. Guidance Associates.* Depicts the dramatic changes that took place in the years 1900-1920. (NF)

FILMSTRIPS

1877—The Great Strike. Multi-Media Productions. This is the story of the railroad strikes and accompanying violence that erupted in the United States in 1877. (NF)

America. Time-Life Videos. Based upon the Alistair Cooke television series, the two strips in this program offer rich depictions of life in the United States during key periods of our history. (NF)

The American Indian: A Study in Depth. Prentice-Hall Media. A comprehensive series of filmstrips dealing with the cultures, values,

and experiences of Native American peoples during the 400 years since their first encounter with Europeans. (NF)

The Confident Years. Westport Media. Using contemporary illustrations and a chronological narrative, this five-part set explores the great forces and themes that shaped the United States in the decades following the Civil War. The first three filmstrips will be of great value to students of this period. (NF)

The End of Rugged Individualism. Multi-Media Productions. These two filmstrips analyze the ferment in United States society during the period of industrialization following the Civil War. (NF)

Famous Women of the West. Multi-Media Productions. This program reviews the many contributions made by women to the development of the western United States in the nineteenth century. (NF)

Frederick Douglass. Society for Visual Education. Although Frederick Douglass is generally associated with the movement to abolish slavery, his influence lasted far into the period following the Emancipation Proclamation. This filmstrip explores his life and the impact of his ideas on his contemporaries and succeeding generations. (B)

The Great West. Westport Media. Using folksongs and ballads of the period, the five filmstrips in this series offer a thorough depiction of the westward expansion. The last three strips will be especially useful to students in their study of the relevant topics in Unit 7. (NF)

The Growth of the Labor Movement. Guidance Associates. This two-part set presents a well documented picture of the successes and failures of the labor movement in the United States. (NF)

History of the Black Man in the United States. Educational Audio-Visual Inc. This eight-part set offers a comprehensive treatment of United States history from colonial times to the civil rights movement. The material on Reconstruction will be useful for follow-up work on Unit 7. (NF)

Industrial America. Prentice-Hall Media. This three-strip set examines the technological changes brought about by the Industrial Revolution, its impact on the lives of workers, and reform efforts to curb abuses and improve working conditions. (NF)

The Industrial Revolution in America. Coronet/MTI. This five-filmstrip set offers a sharp portrayal of the social and economic changes brought about by industrialization. (NF)

Reconstruction and Recovery, 1865-1890. Multi-Media Productions. This six-part program graphically presents key aspects of this period, such as the growth of cities, municipal scandals, the presidential elections, the great strikes, and more. (NF)

Unit 8

BOOKS

NF - Nonfiction
B - Biography
F - Fiction

Ambert, Alba N., and Maria D. Alvarez, eds. *Puerto Rican Children on the Mainland: Interdisciplinary Perspectives.* New York: Garland, 1992. Chapter 2, "Puerto Ricans: Historical and Cultural Perspectives," is of particular value to students working on Unit 8. (NF)

Aptheker, Herbert. *A Documentary History of the Negro People in the United States.* (4 vols.) New York: Carol, 1990. Volume III, *From the Emergence of the N.A.A.C.P. to the Beginning of the New Deal,* will be of great value to students. The book includes powerful writings by W.E.B. DuBois, Booker T. Washington, and others. (NF)

Bailey, Thomas, A., and David M. Kennedy, eds. *The American Spirit: United States History as Seen by Contemporaries.* (2 vols.) Lexington, MA: D.C. Heath, 1987. A collection of statements made by key players at various stages of United States history. Students of Unit 8 will profit from the words of Theodore Roosevelt, Andrew Carnegie, William Jennings Bryan, and others. (NF)

Barbeau, Arthur E., and Florette Henri. *The Unknown Soldiers.* Philadelphia, PA: Temple University Press, 1974. A perceptive account of the role played by African-American soldiers during World War I. (F)

Chidsey, Donald Barr. *The Spanish-American War.* New York: Crown, 1971. An account of the Spanish-American War told from behind the scenes. (NF)

Cruse, Harold. *The Crisis of the Negro Intellectual.* New York: William Morrow, 1967. Cruse studies the effects of American imperialism, the Spanish-American War, the growing industrialization of the United States, and World War I on contemporary African-American intellectuals. (NF)

Dobie, J. Frank. *Up the Trail from Texas.* New York: Random House, 1955. These exciting stories, based on those Dobie heard in his youth, of cattle drives give a good sense of the lives of cowboys and the cattle business in the nineteenth century. (NF)

Dos Passos, John. *U.S.A.* New York: New American Library, 1969. This fictional trilogy depicts the first World War and the post-war era. The first novel, *Forty-Second Parallel,* is useful to students studying Unit 8. (F)

DuBois, W.E.B. *Dusk of Dawn: An Essay Toward an Autobiography of a Race Concept.* Millwood, NY: Kraus International Publications, 1975. DuBois had originally started this as an autobiography, but decided to use it as a vehicle for his opinions. He discusses such issues as imperialism and whether African-Americans should fight in their country's wars. (NF)

Gatewood, Willard B., Jr. *"Smoked Yankees" and the Struggle for Empire: Letters from Negro Soldiers, 1898-1902.* Fayetteville, AR, 1987. This study offers an interesting first-person account of the thoughts and attitudes of African-Americans who served in segregated units of the armed forces during the Spanish-American War. (NF)

Glad, Paul W. McKinley, *Bryan and the People.* Philadelphia, PA: Lippincott, 1964. A history of the presidential election of 1896. (NF)

Grant, Joanne. *Black Protest: History, Documents, and Analyses, 1619 to the Present.* New York: Ballantine, 1968. This study includes comments by W.E.B. DuBois and others from the pages of *Crisis* magazine and other sources. (NF)

Heaps, Willard A. *The Story of Ellis Island.* New York: Seabury Press, 1967. From 1892 to 1932, millions of immigrants were admitted to the United States at Ellis Island. World War I interrupted this migration, since most of these new arrivals came across the

Atlantic Ocean. Heaps's book includes the story of this era among others. (NF)

Hemingway, Ernest. *A Farewell to Arms*. New York: Macmillan, 1987. A great modern American novel about a United States soldier on the Italian front during World War I. (F)

Heuvel, Katrina Vanden. *The Nation, 1865-1990: Selections from the Independent Magazine of Politics and Culture*. New York: Thunder's Mouth Press, 1990. This book presents insightful articles of great interest to students of the topics in Unit 8, including Boss Tweed, the execution of the Haymarket Square anarchists, the movement to end American imperialism, and others. (NF)

Iglesias, Cesar Andrew, ed. *Memoirs of Bernardo Vega: A Contribution to the History of the Puerto Rican Community in New York*. New York: Monthly Review Press, 1984. These memoirs offer valuable insights into the lives of Puerto Ricans living on the mainland of the United States. (NF)

Katz, William Loren. *Eyewitness: The Negro in American History*. Belmont, CA: David S. Lake Publishers, 1974. This study contains sections on a number of topics of interest to students working on Unit 8, including the growth of American imperialism, the Spanish-American War, and World War I. (NF)

Katz, William Loren, and Warren J. Halliburton, eds. *A History of Black Americans*. New York: Harcourt Brace Jovanovich, 1973. Chapter 17, "From President McKinley to President Wilson," gives a good account of the various topics considered in Unit 8 as they relate to African-Americans at the time. (NF)

Kolko, Gabriel. *The Triumph of Conservatism: A Reinterpretation of American History, 1890-1960*. Free Press, 1977. Kolko presents an exceptionally valuable analysis of the influence of conservatives during this period. He argues that powerful interests within the business class took over the conservative movement and used it for their own purposes. (NF)

Lasky, Kathryn. *The Night Journey*. New York: Frederick Warne and Co., 1981. A well written novel in which a Russian refugee to the United States tells her great-granddaughter of the exciting experiences she had during her dangerous travels escaping from her homeland. (F)

Lewis, Gordon K. *Puerto Rico: Freedom and Power in the Caribbean*. New York: Harper and Row, 1963. Part I of this well written and carefully documented work contains extensive information on Spanish and United States imperialism. This will be of interest to students studying late nineteenth and early twentieth century Puerto Rican history. (NF)

Lopez, Adalberto, and James Petras, eds. *Puerto Rico and the Puerto Ricans*. New York: Schenkman, 1974. A collection of articles, some of them controversial, concerning how Puerto Rico fared under American imperialism at the end of the nineteenth century. (NF)

Marshall, S.L.A. *World War I*. Boston: Houghton Mifflin, 1964. Largely a military account of World War I, this book nevertheless contains material on the effects of the United States' entrance into the war. (NF)

McCullough, David. *The Path Between the Seas*. New York: Simon and Schuster, 1978. Although this well written book focuses on the role of the United States in the building of the Panama Canal, it also examines the involvement of other nations and their people in the project. (NF)

Meier, Matt S., and Feliciano Rivera. *The Chicanos: A History of Mexican Americans*. New York: Hill and Wang, 1972. A well written and carefully documented history of Mexican-Americans. (NF)

Meltzer, Milton, ed. *The Black Americans: A History in Their Own Words*. New York HarperCollins, 1984. Offers a highly enjoyable and readable experience while providing valuable information about United States history. There are several good selections that will be of value to students working on Unit 8. (NF)

Milton, Joyce. *The Yellow Kids: Foreign Correspondents in the Heyday of Yellow Journalism.* New York: HarperCollins, 1989. Milton makes the case that it was the editors and the publishers of the newspapers, most notably Joseph Pulitzer and William Randolph Hearst, rather than their reporters, who put the "yellow" into yellow journalism. (NF)

Mink, Gwendolyn. *Old Labor and New Immigrants in American Political Development: Union, Party, and State, 1875-1920.* Ithaca, NY: Cornell University Press, 1986. The author presents information to show that American-born workers met their foreign-born counterparts with prejudice and discrimination. (NF)

Moquin, Wayne, and Charles Van Doren, eds. *A Documentary History of the Mexican Americans.* New York: Bantam, 1971. In this collection of significant documents dealing with Mexican-Americans, the student working on Unit 8 will find much useful information. (NF)

Rostkowski, Margaret I. *After the Dancing Days.* New York: Harper and Row, 1986. A simply written novel set in a veterans hospital at the end of World War I. When a doctor's young daughter helps a badly wounded, bitter young soldier, she learns that war is not glamorous. (F)

Stokesbury, James L. *A Short History of World War I.* New York: William Morrow, 1981. Drawing on the findings of much research accumulated since the end of World War II, this book offers a compact account of the causes and conditions of World War I and its impact on the United States. (NF)

Sung, Betty Lee. *The Story of the Chinese in America.* New York: Macmillan, 1967. This book shows how the United States abused its power, first in its Open Door policy and then in its belief in "manifest destiny." It explores the impact such abuse of power had upon Chinese-Americans. (NF)

Tuchman, Barbara W. *The Zimmermann Telegram.* New York: Ballantine, 1966. This well researched work of history by a famous specialist in the study of World War I is as exciting to read as a spy thriller. (NF)

Weisberger, Bernard A. *The American Heritage History of the American People.* New York: American Heritage Publishing Co., 1971. A comprehensive, richly illustrated account of immigrants to the United States. It is especially useful to students working on Unit 8 for its treatment of the effects of the Spanish-American War and the anti-foreign hysteria that arose out of World War I. (NF)

FILMS, MOVIES, AND VIDEOCASSETTES

* Available for loan from the Office of Media and Telecommunications, 131 Livingston St., Brooklyn, NY 11201, (718) 935-4357.

Becoming a Modern Nation. 28 minutes. Video.* Explores the period between the Spanish-American War and World War I (1898-1918) during which the United States became a world power. The film shows how the role of the U.S. in world affairs evolved during this period and how developments of the time set the stage for the major events of the twentieth century. (NF)

George Norris. 50 minutes. Social Studies.* A dramatized portrayal of the progressive Senator from Nebraska who blocked Woodrow Wilson's Armed Ships Bill of 1917 in the belief that it would force the United States into World War I without the deliberation of Congress. (F)

The Great War: 1918. 60 minutes. PBS.* Using letters and diaries, this film chronicles the story of United States soldiers in the closing battle of World War I. (NF)

Hamilton Fish. 50 minutes. Social Studies.* When rebellion broke out in Cuba against Spanish rule, Secretary of State Fish fought against a military solution, urging that diplomacy is better than bloodshed. This is a dramatized portrayal of the circumstances. (F)

Jeanette Rankin: The Woman Who Voted No. 30 minutes. PBS.* Portrays the life of the first woman elected to Congress in the United States and shows her courage and political skill when she voted against our country's entry into World War I. (NF)

Woodrow Wilson: Peace and War and the Professor President. 23 minutes. Aims.* Presents a favorable picture of President

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Wilson's peacetime and wartime policies. (B)

Woodrow Wilson. 50 minutes. Social Studies.* Vividly portrays Wilson's confrontation with anti-semitism, which followed his nomination of Louis Brandeis for the Supreme Court. (F)

World War I: A Documentary on the Role of the U.S.A. 28 minutes. Encyclopedia Britannica. Through scenes of the period and words of historical figures, this film brings to life the events that led the United States into war. (NF)

FILMSTRIPS

America, Vol. II. Time-Life.Volume II of this filmstrip, based upon Alistair Cooke's television series, presents visuals, charts, maps, and other pictorial representations of the development of the United States. (NF)

The American Experience. Time-Life.This filmstrip, fifth in the series entitled "The Rise to World Power (1896-1918)," recreates events that shaped United States history. (NF)

Black Military Heroes. Multi-Media. Summarizes the contributions of African-Americans in the armed forces of the United States from the Revolutionary War to the Vietnam War. (NF)

The Philippine-American War. Multi-Media. A review of this controversial United States military action during a volatile period in our nation's history. (NF)

Roots (The Confident Years Series). Westport. Drawing on contemporary illustrations and chronological narrative, this filmstrip presents the dramatic story of the United States during the period between the Civil War and the Spanish-American War. (NF)

The Spanish-American War. Multi-Media. Presents an analysis of the mood of the nation in the latter decades of the nineteenth century leading up to the war against Spain. (NF)

Theodore Roosevelt: A Portrait of Power. Prentice-Hall. Presents Theodore Roosevelt's personality and many wide-ranging accomplishments. (NF)

The United States as a Global Power (The Years Since 1917 Series). Prentice-Hall. The first filmstrip of the set begins the series and gives the viewer an exciting and intriguing look at our country's involvement in World War I. (NF)

The United States as World Leader. Educational Audio-Visual. The first two filmstrips in this program present material dealing with topics studied in Unit 8, specifically, United States involvement in World War I. (NF)

Woodrow Wilson: A Portrait of Power. Prentice-Hall. This filmstrip recounts the career and the political decisions of President Woodrow Wilson. (NF)

LIST OF DISTRIBUTORS

Aims Media, 9710 DeSoto Avenue, Chatsworth, CA 91311

Barr Films, 1280 Schabarun Avenue, P.O. Box 7878, Irwindale, CA 91706

Churchill Media, 662 North Robertson Boulevard, Los Angeles, CA 90069

Coronet/MTI, 108 Wilmot Road, Deerfield, IL 60015

Disney Productions (See Coronet/MTI.)

Educational Audio-Visual, Inc., 29 Marble Avenue, Pleasantville, NY 10570

Encyclopedia Britannica Educational Corporation, 310 South Michigan Avenue, Chicago, IL 60604

Guidance Associates, Communication Park, Box 3000, Mt. Kisco, NY 10549

Films Incorporated, 5547 Ravenswood Avenue, Chicago, IL 60640

Multi-Media Productions, P.O. Box 5097, Stanford, CA 94305

National Women's History Project, 7738 Bell Road, Windsor, CA 95492

PBS Video, Public Broadcasting Service, 1320 Braddock Place, Alexandria, VA 22314

Prentice-Hall Media, 150 White Plains Road, Tarrytown, NY 10591

Social Studies School Services, 10200 Jefferson Boulevard, P.O. Box 802, Culver City, CA 80232

Society for Visual Education, Dept. VS, 1345 Diversey Parkway, Chicago, IL 60614

Time-Life Videos, Time-Life Building, New York, NY 10020

Video Knowledge, Inc., Charles Clark Company, 168 Express Drive South, Brentwood, NY 11717

Westport Media, Inc., 155 Post Road, East Westport, CT 06482